

OISE/UT LIBRARY



3 0005 0312 7759 6

THE ONTARIO INSTITUTE FOR STUDIES IN EDUCATION LIBRARY

OHEC
428.2441
A589
J1

LA BANQUE D'INSTRUMENTS DE MESURE DE L'ONTARIO

ANGLAIS – WRITING – SPEAKING

JUNIOR DIVISION 1

Ministère
de
l'Éducation



Ontario

Le docteur Bette Stephenson, ministre
Harry K. Fisher, sous-ministre

LIBRARY

MAR 9 1995

THE ONTARIO INSTITUTE
FOR STUDIES IN EDUCATION

*Ontario - English as
second language.*

ANGLAIS -- JUNIOR DIVISION I
LA BANQUE D'INSTRUMENTS DE MESURE DE L'ONTARIO

© The Minister of Education, Ontario, 1982
Queen's Park
Toronto (Ontario)

ISBN: 0228-0949
ISSN: 0-7743-7338-5
ON : 02587

Cost: 15\$

Copies of this package may be obtained from:

	(mail orders)
Ontario Government Bookstore	Publications Centre
880 Bay Street	880 Bay Street, 5 th Floor
Toronto (Ontario)	Toronto (Ontario)
M7A 1N8	M7A 1N8

(Cheques should be made payable to the Treasurer of Ontario.)

or

Publications Sales
The Ontario Institute for Studies in Education
252 Bloor Street West
Toronto (Ontario)
M5S 1V6

(Cheques should be made payable to OISE.)



Digitized by the Internet Archive
in 2026 with funding from
University of Toronto

<https://archive.org/details/anglaiswritingsp00onta>

ACKNOWLEDGEMENTS

The Ministry of Education extends thanks to all those persons who took part in the writing and testing of the instruments included in the four Anglais packages which have been, or are being prepared: the two collections of instruments addressed to the Junior Division and the two intended for the Intermediate Division.

These persons have not necessarily contributed to the undertaking in all its parts, yet it has been deemed preferable not to attempt to indicate precisely at what levels and in what areas each one was particularly active; in many cases, it would have been impossible or unfair to do so.

As a matter of record, however, the duration of the participation of members of the Central Team and of the Advisory Committee has been shown below.

I The Central Team

Major Responsibilities:

Over-all design, management and execution of the project; theory and techniques of educational measurement; preparation and follow-up of meetings of the Advisory Committee; writing of introductory materials; etc.

<u>Composition:</u>	<u>from</u>	<u>to</u>
Principal investigator: Mr. Jean-Marie Joly	3/79	today
Co-directors: Mrs. Ghyslaine Reid	3/79	3/81
Mr. Gaston St-Pierre	3/79	6/80
from the Faculty of Education of the University of Ottawa.		

<u>Supervisory Officers:</u>	<u>from</u>	<u>to</u>
Messrs. Jacques Giroux	3/79	12/80
Raymond Desjardins	1/81	today
from the Ministry of Education.		

<u>Special Advisor:</u>	<u>from</u>	<u>to</u>
Mrs. Yvonne Benton	1/82	today
from the Frontenac-Lennox and Addington County RCSSB.		

Research Assistants:

Mmes. Christiane Gagnon (7/79 - 7/80)
Monique Gallagher (8/80 - 7/81)
Messrs. Michel Brabant (7/79 - today)
Hermel Lebel (8/81 - ")

Secretaries:

Mmes. Jovette Coderre (3/79 - 12/80)
Francine Dufort-Thérien (9/81 - 12/81)
Nicole Léonard-LeBlanc (1/81 - today)

II The Advisory Committee

Major responsibilities:

Formulation of educational objectives; selection of measurement strategies; approval of content of instruments: language skills tested, choice of composition topics, etc.; marking of writing and speaking samples; etc.

Composition:

(meaning of abbreviations: P: Public School Board
S: Separate School Board
O.I.S.E.: Ontario Institute for Studies in Education
F.E., U.O.: Faculty of Education, University of Ottawa
M.E.O.: Ministry of Education of Ontario)

		<u>from</u>	<u>to</u>
Sister M. McCoy	Sudbury Dist. (S)	11/79	today
Mmes. P. Bak	Ottawa (P)	1/82	"
D. Brochu	Nipissing Dist. (S)	11/79	"
J. Lavigne-Renaud	Hearst (P)	1/82	"
G. Reid	F.E., U.O.	11/79	"
C. Welsh	Iroquois Falls Dist.(S)	1/82	"
Messrs. G. Blake	M.E.O.	1/82	"
Y. Boileau	Carleton (P)	1/82	2/82
J.-M. Joly	F.E., U.O.	3/79	today
R. Jones	Prescott-Russell	11/79	"
J. Lachapelle	Sudbury Dist. (S)	1/82	"
A. Lacroix	Welland County (S)	1/82	"
J.-M. Major	Ottawa (P)	11/79	2/82
G. St-Pierre	F.E., U.O.	3/79	6/80

III Item Writers and Editors

Note: The members of these two categories are too numerous to be mentioned by name; they will be identified only by reference to their employers. To the latter, as well as to the writers and editors themselves, the Ministry expresses its gratitude.

School Boards:

Nipissing (S), Ottawa (S), Prescott-Russell, Stormont, Dundas and Glengarry (S), Sudbury (S), Welland County (P).

Other Agencies:

Government of Canada: Linguistic Services Directorate, Official Languages Directorate;

Ministry of Education: Regional Office for Eastern Ontario;

University of Ottawa: Centre for Second Language Learning; Departments of Linguistic and of Philosophy; Faculty of Education.

IV Participants in the Experimental Administration

In November 1981, screening trials were conducted in schools administered by the following Boards:

Carleton (P)
Carleton (S)
Ottawa (P)
Ottawa (S)
Stormont, Dundas and Glengarry (S)

The Ministry wishes to express anew its gratitude to all those who made these trials possible, from the Directors of Education and other officials who gave the required support, to the teachers who administered the experimental instruments in their classes.

INVITATION

This collection constitutes a beginning, not an end result. Some of the instruments presented could undoubtedly be improved, the collection should be enlarged substantially. The Ministry invites all those who play a role in the educational system to contribute to the improvement of the Pool by suggesting:

- improvements and corrections to the existing instruments;
- new instruments; in particular, additional composition topics, situations and illustrations suitable to the age level addressed and to the objectives pursued;
- ways of completing the Pool by the addition of new types of instruments.

Moreover, comments on the "additive method" of marking compositions for grammar, suggestions for its improvement, reports of student reactions to it, etc., would be gratefully received.

Please address all correspondence on these matters to:

B.I.M.O./Anglais
Research Branch
Ministry of Education
Mowat Block, 15th Floor
Queen's Park
Toronto (Ontario)
M7A 1L2

Table of Contents: WRITING

INTRODUCTION

	Pages (WRT-)
I. <u>Types of Instruments Presented</u>	1
1. Discrete Instruments	1
2. Integrative Assessment Instruments	1
II. <u>Ways of Locating the Instruments</u>	2
A. B.I.M.O. Classification of Objectives	3
B. Alphabetical Index of Contents	5

Section One DISCRETE INSTRUMENTS

I. <u>Foreword</u>	9
1. Order of Presentation of Instruments	9
2. Description of Instruments	9
3. Special Points	10
4. Rationale for Bilingual Instructions	12
II. <u>The Discrete Instruments</u>	17

Section Two INTEGRATIVE ASSESSMENT INSTRUMENTS: WRITTEN COMPOSITIONS

I. <u>Foreword</u>	83
1. Usefulness of Compositions	83
2. A Problem: The Marking of Compositions	83
3. Two Solutions	84
II. <u>Guided Analytic Marking</u>	86
A. How to Use the Suggested Topics	86
B. How to Use the Scoring Form	87
C. How to Mark for Grammar	92
D. How to Use the Samples	95
E. The Analytically-Scored Instruments	97
III. <u>Collective Holistic Marking</u>	123
A. Description of the Procedure	123
B. Advantages and Disadvantages	124
C. How to Organize the Work	125
D. How to Use the Samples	126
E. The Holistically-Scored Instruments	127

Table of Contents: SPEAKING

INTRODUCTION

	Pages (SPK-)
I. Foreword	1
II. Pedagogical Objectives for Speaking	2
III. Some Practical Considerations	6
IV. Rationale for Bilingual Instructions	8

Section One SITUATIONS

I. Foreword	11
II. Procedures for Student Testing	13
III. Scoring the Responses	15
IV. Using the Samples Provided	20
V. The Instruments	21

Section Two ILLUSTRATIONS

I. Foreword	29
II. Procedures for Student Testing	30
III. Scoring the Responses	33
IV. Using the Samples Provided	37
V. The Instruments	41

Section Three COMPOSITIONS

I. Foreword	57
II. Procedures for Student Testing	58
III. Scoring the Compositions	61
IV. Using the Samples Provided	66
V. The Instruments	67

WRITING

INTRODUCTION

I. Types of Instruments Presented

This section of the Pool contains two types of instruments:

1. Discrete Instruments

Each of these instruments may be used to determine whether students possess a given skill or knowledge, e.g. whether they have mastered a grammatical rule.

2. Integrative Assessment Instruments

The procedures in this section test whether or not the student knows how to use language for the purposes of effective written communication. Traditionally, these instruments would be called "composition topics", but it is important to note that, in this Pool, they are much more than suggested topics: each one is accompanied by an assessment technique and by samples of student writing, scored and commented upon by teachers. It is hoped that, thanks to these features, the assessment of students' compositions will be made easier and more reliable.

II. Ways of Locating the Instruments

At the time of this writing, there exists no official Ministry of Education document listing the objectives to be achieved in the teaching of Anglais. Yet, for the purposes of planning and writing the instruments to be made available through this Pool, such a list constitutes a sine qua non. One was developed as part of the B.I.M.O. project, and is designated here "the B.I.M.O. Classification of Objectives".

In order to locate the instruments needed, the teacher may choose one of the following two methods:

1. The B.I.M.O. Classification of Objectives will be found on pages 3-4. The presentation of discrete instruments will follow the order of this classification; moreover, a page reference for each objective will enable the user to locate rapidly the corresponding instruments.
2. A detailed alphabetical index of the content covered is presented on pages 5-7 . For example, the instruments on subject-verb agreement will be found under both of the following headings:

Agreement: subject-verb

Verbs: agreement with subject

This index lists page numbers for the instruments covering each part of the contents.

The page number mentioned in relation to objectives of a rather general nature, and for which no discrete instruments have been prepared, refers to the beginning of the section of this kit which is devoted to integrative assessment instruments. The same is true of a very small number of quite specific objectives for which it was nevertheless felt inappropriate or impossible to write discrete instruments.

A. B.I.M.O. Classification of Objectives

- 4 The student should be able to demonstrate, in writing, the ability to relate personal experiences and to express ideas and feelings with clarity, logic and originality.

	<u>List of Objectives</u>	Pages (WRT-)
	The student...	
4.1	demonstrates an increasing competence in the use of the conventions of standard written English.	83
4.1.1	uses an expanding vocabulary.	83
4.1.2	demonstrates increasing proficiency in spelling.	19
4.1.3	builds effective sentences demonstrating a knowledge of sentence elements and their relationships:	83
4.1.3.1	identifies the nature of words;	42
4.1.3.2	identifies the function of words and clauses in sentences;	48
4.1.3.3	uses a correct ordering of the sentence's basic elements;	55
4.1.3.4	transposes sentences correctly;	60
4.1.3.5	punctuates correctly;	66
4.1.3.6	applies basic grammatical rules;	69
4.1.3.7	uses the right prepositions to show chronological or spatial relationships.	77
4.1.4	develops writing skills:	83
4.1.4.1	uses simile and repetition when appropriate;	83
4.1.4.2	structures paragraphs correctly;	83

4.1.4.3	devises and follows an acceptable plan or follows a proposed one;	83
4.1.4.4	guides the reader by presenting the plan to be followed and by making use of transitions.	83
4.2	through writing, manifests creativity and the ability to learn through living and reading:	83
4.2.1	on request, writes short passages illustrating various modes: - description - narration;	83
4.2.2	on request, writes short passages with a specific purpose in mind: - to incite - to arouse feelings - to express feelings.	83

B. Alphabetical Index of Contents

<u>Contents</u>	<u>Objective</u>	<u>Pages</u> (WRT-)
Adjectives		
- comparison of	4.1.3.6	69
- grammatical function of	4.1.3.2	48
- identification of	4.1.3.1	42
- position in sentence	4.1.3.3	55
- possessive, agreement of	4.1.3.6	69
Adverbs		
- comparison of	4.1.3.6	69
- grammatical function of	4.1.3.2	48
- identification of	4.1.3.1	42
- position in sentence	4.1.3.3	55
Agreement	4.1.3.6	69
- of possessive adjective		
- subject-verb		
Apostrophes	4.1.2	19
- for contractions		
- for possessives		
Articles		
- identification of	4.1.3.1	42
- selection of	4.1.3.6	69
Coherence in sentences	4.1.3.3 and 4.1.3.4	55 60
Bare		
- predicates	4.1.3.2	48
- subjects	4.1.3.2	48
Collective nouns, verb agreement with	4.1.3.6	69
Comparatives	4.1.3.6	69
- adjectives		
- adverbs		
Conjunctions, identification of	4.1.3.1	42

Connectors (see Prepositions)		
Contractions	4.1.2	19
Degrees of	4.1.3.6	69
- adjectives		
- adverbs		
Development (of paragraphs)	4.1.4.2	83
Figurative language	4.1.4.1	83
Functions of words and phrases	4.1.3.2	48
Homophones	4.1.2	19
Interrogative		
- sentences	4.1.3.4	60
- words	4.1.3.6	69
Negative sentences	4.1.3.4	60
Nouns		
- identification of	4.1.3.1	42
- possessive case of	4.1.2	19
- pluralization of	4.1.2	19
Object	4.1.3.2	48
- direct		
- indirect		
- of prepositions		
Object(ive) completion/complement	4.1.3.2	48
Order of elements in sentences	4.1.3.3	55
Paragraphs, structure and coherence of	4.1.4.2	83
Parts of speech, identification of	4.1.3.1	42
Plan (in compositions)	4.1.4.3 and 4.1.4.4	83 83
Pluralization	4.1.2	19
Possessive		
- adjectives	4.1.3.6	69
- case	4.1.2	19

Predicate		
- bare	4.1.3.2	48
- complete	4.1.3.2	48
Prepositions		
- identification of	4.1.3.1	42
- selection of	4.1.3.7	77
Pronouns		
- identification of	4.1.3.1	42
- selection of	4.1.3.6	69
Punctuation	4.1.3.5	66
Question words	4.1.3.6	69
Sentences		
- transposition of	4.1.3.4	60
- word order in	4.1.3.3	55
Spelling	4.1.2	19
Structure		
- paragraphs	4.1.4.2	83
- sentences	4.1.3.3 and 4.1.3.4	55 60
Style		
- figures of speech	4.1.4.1	83
Subject		
- agreement of verb with	4.1.3.6	69
- bare	4.1.3.2	48
- complete	4.1.3.2	48
Subject(ive) completion/complement	4.1.3.2	48
Tag Questions	4.1.3.6	69
Tense Selection	4.1.3.6	69
Verbs		
- agreement with subject	4.1.3.6	69
- identification of	4.1.3.1	42
Word order in sentences	4.1.3.3	55

Section One

DISCRETE INSTRUMENTS

I. Foreword

1. Order of Presentation of Instruments

The following pages present discrete instruments, which allow the tester to decide whether or not the student has acquired the specific knowledge or skill being tested. The order of presentation follows that used in the B.I.M.O. Classification of Objectives.

2. Description of Instruments

Each group of instruments is accompanied by several pieces of descriptive information which are listed below. The first three types of information are always provided; the others are, if available and deemed essential.

- a) Objective (as worded in the B.I.M.O. Classification) to which the instruments relate;
- b) Instructions to be given to the students when using these instruments (see Special Point a) below);
- c) Correct answers (see Special Point b) below);

- d) Grammatical content: identification of the particular skill or knowledge tested by these instruments;
- e) Description of instruments if of an unusual type;
- f) Procedures to be used when administering instruments if of an unusual type;
- g) Supplementary material required when using certain instruments: tape recorder, scoring form, etc.;
- h) Suggested method of scoring if more than one method is possible;
- i) Relative level of difficulty of instrument if known: d (difficult), m (medium), e (easy); if unknown, an asterisk is used (see Special Point c) below).

3. Special Points

a) The Instructions

The instructions which accompany each group of instruments have been designed to be used with young pupils who are not familiar with objective testing instruments: multiple choice, short answer, matching, etc. The teacher may shorten them if it is felt that they are unduly explicit. However, in so doing one should be very cautious. There is no easy way to correct scores rendered unreliable by the fact that certain pupils misunderstood what they were expected to do; on the other hand, nothing of importance is lost if one wastes a few seconds by giving full explanations to pupils who did not need them. As a general rule, therefore, the teacher is asked to use the instructions supplied, and to work out the examples with the students: "Why isn't answer A correct, Jack? Jean, would answer C be the correct one? Why not?" etc.

b) How the Correct Answer is Indicated

In most cases, the correct answers are listed on the right-hand side of the page. In others, the correct answers will be located easily though their position varies.

c) Index of Relative Difficulty

For many of the instruments, a relative level of difficulty is presented in conjunction with the correct answer: difficult (d), medium (m), easy (e). One should note carefully that the only correct interpretation of these indices is in terms of relative difficulty: in preliminary field trials, the items marked with the letter (e) are those which students answered correctly most frequently, those marked with the letter (d) were correctly answered least frequently, while those marked (m) are situated between the two extremes.

These difficulty indices must be treated with caution for the following three reasons:

- i) the sample of students used for the preliminary field trials is probably not representative of all areas of the Province;
- ii) the same pupils did not serve as experimental subjects for all of the instruments at a given grade level. It may be (even if the probability of this occurrence is low) that the pupils who responded to a particular group of instruments were stronger, or weaker, than those who responded to some other group;
- iii) the same instruments were administered to pupils in Grades 4, 5, and 6, and the reported levels of difficulty are based on the sum total of all of the responses collected. Thus, some Grade 4 classes might do poorly on instruments stated

to be of medium difficulty for the junior division as a whole, while some Grade 6 classes do very well on them.

In a number of cases, however, the difficulty index is replaced by an asterisk; for these instruments, no knowledge of difficulty level is available for one of the following reasons: (a) as a result of the preliminary field testing, some instruments were so profoundly modified that they cannot be said to be correctly described by the data collected; (b) some entirely new instruments, prepared after the field trials, have not yet been tested.

d) Reproducing the Instruments

How will teachers reproduce the testing instruments they wish to use? The answer to this question will depend on several considerations, but here are some general suggestions:

- i) if a duplicating process is used, mask the answers and indices, where necessary, with a strip of paper;
- ii) if only some of the instruments on a page are needed, use one of the following approaches: (a) by hand or typewriter, copy or have copied the required instruments on a stencil; (b) duplicate the whole page, either masking the unwanted instruments or telling the students which instruments to disregard; (c) if photocopying facilities are available, cut out the required instruments from a photocopy, assemble them and photocopy the resulting document.

4. Rationale for Bilingual Instructions

A special matter needs to be discussed at this point: the language to be used when administering the instruments contained in this Pool.

It may come as a surprise to some that instructions to pupils are provided in both English and French, since a strong tradition has become established, in Ontario schools, to the effect that the mother tongue should be totally banished in the teaching of Anglais to Franco-Ontarian students. Why, then, should the Pool provide instructions in both languages? The answer to that question is as follows.

There is little doubt that systematic use of the mother tongue, when teaching a second language, can be detrimental to the learner. However, expert opinion appears to be that occasional use of the mother tongue is not to be feared, and should indeed be encouraged when it enables the teacher to highlight in a few seconds a contrast between the mother tongue and the target language that, otherwise, would require lengthy explanations or which might possibly never be perceived by the learner. To give but one example: does anyone really believe that harm will be done to francophone pupils if it is pointed out to them that English uses the verb "to be", whereas French uses the verb "avoir", to express the idea of being cold, hungry or thirsty?

Even if such occasional use of the mother tongue when teaching another language had been shown -- let it be repeated, it has not -- to be detrimental, one would still need to ponder whether such use when testing mastery of that language is also to be rejected; the requirements of good measurement do not necessarily coincide with those of effective instruction.

One moment of reflection should suffice to convince the user of this Pool that, when measuring pupil knowledge, the first concern should be for valid and reliable measurement, and that all steps not otherwise detrimental should therefore be taken to ensure that the subjects manifest fully their level of mastery. One such step is the use, for the purpose of giving instructions, of the language which the subjects know best, i.e. their mother tongue. Otherwise, incorrect answers

will always constitute ambiguous phenomena, attributable to one of two factors: the subjects do not have the skill or knowledge being tested, or they did not understand what they were expected to do.

Insisting that the target language be used when testing knowledge of that language could, under certain circumstances, be compared to the administration of a written intelligence test to a subject whose eyesight is severely impaired, or set of arithmetic problems involving substantial reading to a child suffering from dyslexia: in these cases, the subject is obviously handicapped by a deficiency which acts as a screen between his true level of skill and knowledge, and its observable manifestations.

It might be argued that classroom teachers know how to word the instructions for their Anglais tests and exams in such a way that even the weakest pupils will understand what is expected of them; that teachers will restrict themselves to the vocabulary and the level of sentence complexity which they know to be mastered by their pupils. That may be so, and in that case the risk of obtaining unreliable measurements may be slight. The reader will understand that this situation did not exist for the authors of the instruments presented in this Pool. There existed no sure way of knowing which words or sentence structures were known to all the pupils who might eventually be tested with these instruments. Nor could it be assumed that every type of instrument used here would be familiar to these pupils, who would know at first glance how to approach them; indeed, the contrary is quite likely. Hence the need to provide full explanations, in the language which the subjects are most likely to understand, i.e. their mother tongue.

It was decided that, in the final analysis, the teacher was in the best position to decide whether the instructions to be used with a given class, with a given set of instruments, should be presented in French or in English; that freedom of choice could be achieved only through the provision of both. Generally, both sets of instructions have been printed on two different pages, to remind teachers that they have to choose one or the other (or, between presenting only one and presenting both, letting the pupils decide which one best enables them to demonstrate their knowledge); in a few cases, where the instructions are very short, considerations of economy have led to presenting both on the same page, one at the very top and the other at the very bottom. In either case, teachers should have no difficulty in reproducing the set(s) of instructions to be used.

Objective 4.1.2: the student demonstrates increasing proficiency in spelling.

Introduction

<u>Contents</u>	<u>Instrument Nos</u>
consonant doubling upon addition of suffix	1, 2
final "e" before a suffix	3, 4
homophones	5 - 14
ie - ei problem	15, 16
mispronunciation	17 - 20
possessive case	21 - 23
contracted (short) form	24 - 26
pluralization	27 - 35

Types of Instruments

For this objective, three types of instruments which measure the same knowledge are presented: multiple choice, dictation and interlinear editing. (To obtain a better understanding of each type, see the instructions to students, and the material itself, in the following pages.) The reason for this variety is that no one type is universally considered as satisfactory; moreover, it is felt by some that a given type of instrument is to be preferred over others for certain purposes, while another type should be used for other purposes. These points are made more explicit in the following pages; the teacher is in an ideal situation to decide which type to use, and when.

Since the knowledge tested with all three types of instruments is the same, the instrument numbers given above apply to all three types.

Objective 4.1.2: the student demonstrates increasing proficiency in spelling.

A - Multiple Choice Instruments

Advantages and Disadvantages

- 1) much knowledge tested in a short time
- 2) compact presentation of stimuli
- 3) quick, totally objective scoring
- 4) the double-barreled form adopted felt by some to be confusing
- 5) the presentation of incorrect spellings felt to be objectionable by some teachers

Scoring

For all instruments, except those dealing with homophones, the 0-1 system is advocated since each instrument addresses only one difficulty. The 0-1 system is also legitimate when applied to instruments dealing with homophones if the purpose is to obtain an index of the pupils' level of competence. For purposes of remedial teaching, however, teachers may wish to score 0-1-2; better still, they should do a frequency count of the pupils' answers so as to know which of the words tested are difficult for their class.

Instructions

The following questions test spelling. Look at the example. It gives a sentence where two words are missing. Underneath the sentence there are four ways of spelling these two words.

Let's do the example.

EXAMPLE

() The boys think that it is a _____ idea to _____ at the theatre.

- | | |
|--------------------------|--------------------------|
| A) ... grate ... mete... | B) ... great ... meat... |
| C) ... great ... meet... | D) ... grate ... meet... |

You are to choose the answer where both words are spelled correctly. There is only one correct answer, it is C. Place this letter in the brackets.

Consigne

Les exercices suivants portent sur l'orthographe. Regarde l'exemple ci-dessous. Il présente d'abord une phrase où l'on a remplacé deux mots par des traits. Sous cette phrase, tu trouves ces mots orthographiés de différentes façons.

Faisons l'exemple ensemble.

EXEMPLE

() The boys think that it is a _____ idea to _____ at the theatre.

- A) ... grate ... mete ... B) ... great ... meat ...
C) ... great ... meet ... D) ... grate ... meet ...

Tu dois trouver la ligne où les deux mots sont bien orthographiés et inscrire entre les parenthèses la lettre placée au début de cette ligne.

Il n'y a qu'une seule bonne façon d'écrire les deux mots qui manquent, c'est la façon C. Tu écris cette lettre entre les parenthèses.

- () 1. Mark tried to ____ the knife but he _____. B *
- A) ... sharpen ... failed B) ... sharpen ... failed
C) ... sharppen ... failed D) ... sharppen ... failed
- () 2. She ____ sitting still to ____ around the gym. D *
- A) .. prefered .. hoping .. B) .. prefered .. hopping ..
C) .. preferred .. hoping .. D) .. preferred .. hopping ..
- () 3. ____ in this very ____ home must be nice. A *
- A) Living ... desirable ... B) Living .. desireable ..
C) Liveing ... desirable ... D) Liveing .. desireable ..
- () 4. Kathy was ____ to go _____. B *
- A) ... hoping ... skateing B) ... hoping ... skating
C) ... hoping ... skateing D) ... hoping ... skating
- () 5. The young boy was ____ to stand. A m
- A) ... too weak ... B) ... too week ...
C) ... to week ... D) ... to weak ...
- () 6. The ____ flies over the _____. D d
- A) ... plain ... sea B) ... plain ... see
C) ... plane ... see D) ... plane ... sea
- () 7. Is ten dollars a ____ price for this ____ bag? A *
- A) ... fair ... blue ... B) ... fare ... blew ...
C) ... fare ... blue ... D) ... fair ... blew ...
- () 8. The wicked ____ away on her broom. C e
- A) ... which flew ... B) ... which flu ...
C) ... witch flew ... D) ... witch flu ...

- () 9. ____ your mother lend me a cup of ____? D m
- A) Wood ... flour B) Wood ... flower
C) Would ... flower D) Would ... flour
- () 10. The ____ was afraid to go out at ____ . D *
- A) ... made ... night B) ... made ... knight
C) ... maid ... nite D) ... maid ... night
- () 11. Go down to the ____ and turn ____ . A *
- A) ... cellar ... right B) ... cellar ... write
C) ... seller ... rite D) ... seller ... wright
- () 12. ____ your name on ____ paper. B m
- A) Right ... plane ... B) Write ... plain ...
C) Rite ... plain ... D) Wright... plane ...
- () 13. Last month I ____ that Martians could land ____ . C *
- A) ... red ... here B) ... red ... hear
C) ... read ... here D) ... read ... hear
- () 14. Please sit ____ instead of over ____ . A *
- A) ... here ... there B) ... hear ... their
C) ... hear ... there D) ... here ... their
- () 15. My ____ her new bicycle. C *
- A) ... neice received ... B) ... niece recieved ...
C) ... niece received ... D) ... neice recieved ...
- () 16. That ____ of cake is for my ____ . C m
- A) ... peice ... freind B) ... peice ... friend
C) ... piece ... friend D) ... piece ... freind

- () 17. Daily ____ is an ____ way to keep fit. C *
- A) ..exersice..excellent.. B) ..exersice..exsellent..
C) ..exercise..excellent.. D) ..exercise..exsellent..
- () 18. The man was not ____ to round up the ____ . A *
- A) ... able ... cattle B) ... able ... cattel
C) ... abel ... cattle D) ... abel ... cattel
- () 19. What a ____ ____ ! C *
- A) ... pleazant surprise B) ... pleasant surprize
C) ... pleasant surprise D) ... pleazant surprize
- () 20. The second ____ in ____ is my birthday. D *
- A) .. Wedsday .. February.. B) .. Wendsday .. February ..
C) .. Wendesday.. February .. D) .. Wednesday.. February..
- () 21. My ____ horse can run much faster than Uncle ____ . A *
- A) ... father's ... Fred's B) ... father's ... Freds'
C) ... fathers' ... Fred's D) ... fathers' ... Freds'
- () 22. My three ____ dog team came in first because of the ____ good training. B *
- A) ... boys' ... dog's ... B) ... boys' ... dogs' ...
C) ... boys's ... dog's ... D) ... boys's ... dogs' ...
- () 23. ____ dress is not quite dry yet; she will have to borrow ____ . D *
- A) Marys' ... Gladys' B) Marys' ... Gladys's
C) Mary's ... Gladys' D) Mary's ... Gladys's
- () 24. Suzan ____ wearing her new dress; Mother ____ have time to finish it. C *
- A) ... isn't ... didn't ... B) ... isn't ... did'nt ...
C) ... isn't ... didn't ... D) ... isn't ... did'nt ...

- () 25. The teacher _____ be very pleased if you told him you _____ take part in the play. A *
- A) .. wouldn't .. can't .. B) .. wouldn't .. can't..
C) .. would'nt .. can't .. D) .. would'nt .. cann't..
- () 26. If you _____ paid for the T.V. set, it _____ be delivered. B *
- A) .. haven't .. wo'nt .. B) .. haven't .. won't ..
C) .. havn't .. wo'nt .. D) .. havn't .. won't ..
- () 27. These two _____ each prepared three _____ for the church dinner. B *
- A) .. ladies.. turkies .. B) .. ladies.. turkeys ..
C) .. ladys .. turkies .. D) .. ladys .. turkeys ..
- () 28. Many kinds of _____ live in each one of these _____. D *
- A) .. monkiez .. countrys B) .. monkiez .. countries
C) .. monkeys .. countrys D) .. monkeys .. countries
- () 29. Don't consider these stupid boys _____ just because they stole a few _____. B *
- A) ... heros ... tomatos B) ... heros ... tomatoes
C) ... heroes ... tomatos D) ... heroes ... tomatoes
- () 30. This store sells more _____ than _____. D *
- A) ... radioes ... pianoes B) ... radioes ... pianos
C) ... radios ... pianoes D) ... radios ... pianos
- () 31. Please cut each one of these _____ of bread into two _____. D *
- A) ... loafs ... halves B) ... loafs ... halves
C) ... loaves ... halves D) ... loaves ... halves
- () 32. Ontario Police _____ have declared war on _____. B *
- A) ... Chiefs ... thieves B) ... Chiefs ... thieves
C) ... Chieves ... thieves D) ... Chieves ... thieves

() 33. Do you mean to say that these _____ were afraid of two little _____ ? D *

- A) ... childs ... mouses B) ... childs ... mice
C) ... children... mouses D) ... children... mice

() 34. General, the _____ are tired; we can hardly stand on our _____ . D *

- A) ... mans ... foots B) ... mans ... feet
C) ... men ... foots D) ... men ... feet

() 35. A team of _____ was pulling a cart loaded with heavy _____ . A *

- A) ... oxen ... boxes B) ... oxen ... boxs
C) ... oxes ... boxes D) ... oxes ... boxs

Objective 4.1.2: the student demonstrates increasing proficiency in spelling.

B - Dictation

Advantages and Disadvantages

- 1) pupils not exposed to incorrect spelling
- 2) format familiar to most pupils
- 3) scoring time-consuming
- 4) instruments made easier or harder almost at will, by the way in which the teacher pronounces the target words

Suggested Methodology

1. Read each sentence twice; the second time, pause briefly after each of the words the student must complete.
2. Pronounce each word clearly yet naturally, so as not to provide unwarranted clues concerning the spelling.
3. Since teachers may not want to distribute the "Instructions", the example they contain has been reproduced at the top of the Student's Answer Sheet.

Scoring: same remarks as for multiple choice instruments.

Difficulty: unknown, since the target words have not been tested in dictation form.

Instructions

The following questions test spelling. Look at the example below. You will notice that one or more letters have been left out from two words in the sentence.

EXAMPLE

The boys think that it is a gr_____ idea to m_____ at the theatre.*

You are to fill in the missing letters. The teacher will read the sentence twice; listen carefully, then fill in the missing letters. Print clearly.

Let's check your answers. To complete the word "great" you should have written the letters EAT, and to complete the word "meet", the letters EET.

Listen to the first sentence:

*The boys think that it is a great idea to meet at the theatre.

Consigne

Les exercices suivants portent sur l'orthographe. Regarde l'exemple ci-dessous. Tu remarques que, dans deux mots, il manque des lettres.

EXEMPLE

The boys think that it is a gr _____ idea to m _____ at the theatre.*

Tu dois écrire, dans les espaces, les lettres qui manquent. Le professeur va lire la phrase deux fois; écoute bien, puis écris les lettres qui manquent. Fais des lettres faciles à lire.

Vérifions ensemble tes réponses. Pour compléter le mot "great" il fallait écrire EAT; pour compléter le mot "meet" il fallait écrire EET.

Voici la première phrase.

*The boys think that it is a great idea to meet at the theatre.

Dictation: Student's Answer Sheet

Example: The boys think that it is a gr_____ idea to m_____ at the theatre.

- 1) Mark tried to sharp_____ the knife but he fail_____.
- 2) She prefe_____ed sitting still to ho_____ing around the gym.
- 3) Liv_____ in this very desir_____ home must be nice.
- 4) Kathy was hop_____ to go skat_____.
- 5) The young boy was t_____ w_____k to stand.
- 6) The pla_____ flies over the se_____.
- 7) Is ten dollars a fa_____ price for this small bl_____ bag?
- 8) The wicked wi_____h fl_____ away on her broom.
- 9) W_____d your mother lend me a cup of fl_____r?
- 10) The ma_____ was afraid to go out at _____.
- 11) Go down to the _____ell_____r and turn _____.
- 12) _____ your name on pla_____ paper.
- 13) Last month, I r_____d that Martians could land h_____.
- 14) Please sit h_____ instead of over the_____.
- 15) My n_____ce rec_____ved her new bicycle.
- 16) That p_____ce of cake is for my fr_____nd.

- 17) Daily exer_____ is an e_____ellent way to keep fit.
- 18) The man was not ab_____ to round up the catt_____.
- 19) What a plea_____ ant surpris_____ e!
- 20) The second We_____sday in Feb_____ary is my birthday.
- 21) My father_____ horse can run much faster than Uncle Fred_____.
- 22) My three boy_____ dog team came in first because of the dog_____ good training.
- 23) Mary_____ dress is not quite dry yet; she will have to borrow Gladys_____.
- 24) Suzan is_____ wearing her new dress; Mother did_____ have time to finish it.
- 25) The teacher would_____ be very pleased if you told him you can_____ take part in the play.
- 26) If you have_____ paid for the T.V. set, it wo_____ be delivered.
- 27) These two lad_____ each prepared three turk_____ for the church dinner.
- 28) Many kinds of monk_____ live in each one of these countr_____.
- 29) Don't consider these stupid boys hero_____ just because they stole a few tomato_____.
- 30) This store sells more radio_____ than piano_____.

Dictation: Teacher's Master Copy

- 1) Mark tried to sharpen the knife but he failed.
- 2) She preferred sitting still to hopping around the gym.
- 3) Living in this very desirable home must be nice.
- 4) Kathy was hoping to go skating.
- 5) The young boy was too weak to stand.
- 6) The plane flies over the sea.
- 7) Is ten dollars a fair price for this small blue bag?
- 8) The wicked witch flew away on her broom.
- 9) Would your mother lend me a cup of flour?
- 10) The maid was afraid to go out at night.
- 11) Go down to the cellar and turn right.
- 12) Write your name on plain paper.
- 13) Last month, I read that Martians could land here.
- 14) Please sit here instead of over there.
- 15) My niece received her new bicycle.

- 16) That piece of cake is for my frend.
- 17) Daily exercise is an excellent way to keep fit.
- 18) The man was not able to round up the cattle.
- 19) What a pleasant surprise!
- 20) The second Wednesday in February is my birthday.
- 21) My father's horse can run much faster than Uncle Fred's.
- 22) My three boys' dog team came in first because of the dogs' good training.
- 23) Mary's dress is not quite dry yet; she will have to borrow Gladys's.
- 24) Suzan isn't wearing her new dress; Mother didn't have time to finish it.
- 25) The teacher wouldn't be very pleased if you told him you can't take part in the play.
- 26) If you haven't paid for the T.V. set, it won't be delivered.
- 27) These two ladies each prepared three turkeys for the church dinner.
- 28) Many kinds of monkeys live in each one of these countries.
- 29) Don't consider these stupid boys heros just because they stole a few tomatoes.
- 30) This store sells more radios than pianos.

Objectives 4.1.2: the student demonstrates increasing proficiency in spelling.

C - Interlinear Editing

Advantages and Disadvantages

- 1) similarity to the everyday situation of a pupil reviewing his writing
- 2) scoring delicate (see below)
- 3) pupils exposed to incorrect spellings

Scoring

Each sentence to be edited presents two or more instances of the spelling difficulty being addressed (e.g. the ei - ie problem). All, some or none of these words are misspelled. Pupils earn a mark each time: (a) they do not correct a correctly spelled word; (b) they give the correct spelling of a misspelled one.

For instance, if a sentence contains two words that present the ei - ie difficulty, only one of which is correctly spelled, the pupil can earn two marks: one for leaving the correct word as is, one for giving the correct spelling of the other one.

Whatever corrections the pupil suggests for words other than the critical ones are disregarded for scoring purposes.

Difficulty: unknown, since the target words have not been tested in interlinear editing form.

Instructions

In the sentences or paragraphs that follow, cross out each misspelled word, then correct it very neatly as shown in this example:

The boys think that it is a ^{great}~~grate~~ idea to ^{meet}~~meat~~ at the theatre.

This sentence has two errors, both of which have been corrected. Now do the following passages, correcting errors in the same way. Do not expect to find errors in all the passages, nor the same number of errors in the passages that contain some.

Consigne

Les exercices qui suivent sont des phrases ou des paragraphes où tu trouveras peut-être des erreurs d'orthographe. Si tu en trouves, barre le mot et écris-le correctement au-dessus.

Regarde cet exemple:

The boys think that it is a ^{great}~~grate~~ idea to ^{meet}~~meat~~ at the theatre.

Cette phrase contient deux erreurs, qui ont été corrigées. Si tu en trouves dans les exercices qui suivent, corrige-les de la même façon. Ne t'attends pas à trouver des erreurs dans tous les exercices, ni le même nombre d'erreurs dans tous ceux qui en contiennent.

Interlinear: Student's Answer Sheet

- 1) Mark tried to sharpenn the knife but he failled.
- 2) She preferred sitting still to hoping around the gym.
- 3) Living in this very desireable home must be nice.
- 4) Kathy was hopeing to go skateing.
- 5) The young boy was to week to stand.
- 6) The plain flies over the sea.
- 7) Is ten dollars a fare price for this small blue bag?
- 8) The wicked witch flew away on her broom.
- 9) Would your mother lend me a cup of flour?
- 10) The maid was afraid to go out at night.
- 11) Go down to the seller and turn right.
- 12) Right your name on plain paper.

- 13) Last month, I red that Martians could land hear.
- 14) Please sit here instead of over there.
- 15) My neice recieved her new bicycle.
- 16) That peice of cake is for my freind.
- 17) Daily exersise is an exsellent way to keep fit.
- 18) The man was not able to round up the cattel.
- 19) What a pleazant surprise!
- 20) The second Wendesday in Febuary is my birthday.
- 21) My fathers horse can run much faster than Uncle Fred's.
- 22) My three boy's dog team came in first because of the dogs' good training.
- 23) Mary's dress is not quite dry yet; she will have to borrow Gladys's.
- 24) Suzan isn't wearing her new dress; Mother didn't have time to finish it.

- 25) The teacher wouldn't be very pleased if you told him you
can't take part in the play.
- 26) If you haven't paid for the T.V. set, it won't be delivered.
- 27) These two ladies each prepared three turkeys for the church dinner.
- 28) Many kinds of monkeys live in each one of these countries.
- 29) Don't consider these stupid boys heroes just because they stole
a few tomatoes.
- 30) This store sells more radios than pianos.
- 31) Please cut each one of these loaves of bread into two halves.
- 32) Ontario Police Chiefs have declared war on thieves.
- 33) Do you mean that these children were afraid of two little mice?
- 34) General, the men are tired; we can hardly stand on our feet.
- 35) A team of oxen was pulling a cart loaded with heavy boxes.

Interlinear: Teacher's Master Copy

- 1) Mark tried to ^(sharpen) sharppen the knife but he ^(failed) failled.
- 2) She preferred sitting still to ^(hopping) hoping around the gym.
- 3) Living in this ^(desirable) desireable home must be nice.
- 4) Kathy was ^(hoping) hopeing to go ^(skating) skateing.
- 5) The young boy was ^{(too)(weak)} to week to stand.
- 6) The ^(plane) plain flies over the sea.
- 7) Is ten dollars a ^(fair) fare price for this small blue bag?
- 8) The wicked witch flew away on her broom.
- 9) Would your mother lend me a cup of flour?
- 10) The maid was afraid to go out at night.
- 11) Go down to the ^(cellar) seller and turn right.
- 12) ^(Write) Right your name on plain paper.
- 13) Last month, I ^(read) red that Martians could land ^(here) hear.
- 14) Please sit here instead of over there.
- 15) My ^{(niece)(received)} neice recieved her new bicycle.
- 16) That ^(piece) peice of cake is for my ^(friend) freind.
- 17) Daily ^(exercise) exersise is an ^(excellent) exsellent way to keep fit.

- 18) The man was not able to round up the ^(cattle) cattel.
- 19) What a ^(pleasant) pleazant surprise!
- 20) The second ^(Wednesday) Wendesday in ^(February) Febuary is my birthday.
- 21) My ^(father's) fathers horse can run much faster than Uncle Fred's.
- 22) My three ^(boys') boy's dog team came in first because of the dogs' good training.
- 23) Mary's dress is not quite dry yet; she will have to borrow Gladys's.
- 24) Suzan isn't wearing her new dress; Mother ^(didn't) did'nt have time to finish it.
- 25) The teacher ^(wouldn't) would'nt be very pleased if you told him you ^(can't) cann't take part in the play.
- 26) If you haven't paid for the T.V. set, it won't be delivered.
- 27) These two ^(ladies) ladys each prepared three ^(turkeys) turkies for the church dinner.
- 28) Many kinds of monkeys live in each one of these countries.
- 29) Don't consider these stupid boys heros just because they stole a few tomatoes.
- 30) This store sells more radios ^(pianos) than pianoes.
- 31) Please cut each one of these loaves of bread into two halves.
- 32) Ontario Police ^(Chiefs) Chieves have declared war on ^(thieves) thiefs.
- 33) Do you mean that these children were afraid of two little ^(mice) mouses?
- 34) General, the ^(men) mans are tired; we can hardly stand on our feet.
- 35) A team of oxen was pulling a cart loaded with heavy boxes.

Objective 4.1.3.1: the student identifies the nature of words.

Instructions

In the following exercises, you will be asked to tell the nature of certain words.

Look at the example which follows. First, you see four kinds of words mentioned; each kind has a letter in front of it. Then, you see a sentence where three words are underlined, and have numbers above them. Finally, these three words are repeated with brackets in front.

EXAMPLE

- | KINDS | OF | WORDS |
|---------------------|----|--------------------|
| A. Definite article | B. | Indefinite article |
| C. Pronoun | D. | Preposition |
| E. None of these | | |

Tommy is my cat; ¹he loves ²to chase ³mice and birds.

- (**C**) 1. he
() 2. to
() 3. mice

In the list above the sentence, find the kind of word to which each underlined word belongs, and write the correct letter in the brackets placed before it. The first answer has already been written in: "he" is a pronoun (answer C). Let's do the other words together.

The answer for word 2 is D, because "to" is a preposition.

The answer for word 3 is E: "none of these", because "mice" is a noun, and that is not one of the suggested answers.

Consigne

Dans les exercices qui suivent, tu devras dire quelle est la nature de certains mots.

Regarde l'exemple qui suit. On te présente d'abord quatre sortes de mots, chacune précédée d'une lettre; puis, tu trouves une phrase où trois mots sont numérotés et soulignés; enfin, ces trois mots sont répétés.

EXEMPLE

KINDS OF WORDS	
A. Definite article	B. Indefinite article
C. Pronoun	D. Preposition
E. None of these	

Tommy is my cat; ¹he loves ²to chase ³mice and birds.

- (C) 1. he
- () 2. to
- () 3. mice

Dans la liste placée au-dessus de la phrase, trouve la sorte de mots à laquelle chacun des trois mots appartient, et inscris entre les parenthèses la lettre placée devant la réponse que tu as choisie.

La première réponse a déjà été inscrite: "he" est un pronom, et c'est la réponse C. Faisons les autres questions ensemble.

La réponse pour le deuxième mot est D, parce que "to" est une préposition; la réponse pour le troisième mot est E, parce que "mice" est un nom, qui n'est pas une des réponses suggérées.

KINDS OF WORDS

- | | |
|---------------------|-----------------------|
| A. Definite article | B. Indefinite Article |
| C. Pronoun | D. Preposition |
| E. None of these. | |

1 2 3
She wants to buy a new dress.

- () 1. She
 () 2. to
 () 3. a

1. C *
 2. D *
 3. B *

4 5 6 7 8 9
 Jim phoned Sue to tell her that he had seen her picture in the paper.

- () 4. to
 () 5. her
 () 6. that
 () 7. had
 () 8. her
 () 9. in

4. D *
 5. C *
 6. E *
 7. E *
 8. E *
 9. D *

10 11 12
 Paul took his best suit to the cleaners last week; the one they

13 14
 gave him this morning is not his.

- () 10. his
 () 11. to
 () 12. one
 () 13. him
 () 14. his

10. E *
 11. D *
 12. C *
 13. C *
 14. C *

KINDS OF WORDS

- A. Definite article B. Indefinite Article
- C. Pronoun D. Preposition
- E. None of these.

15 16 17
He took his son to the ballgame.

- | | |
|-------------|---------|
| () 15. He | 15. C * |
| () 16. son | 16. E * |
| () 17. the | 17. A * |

18 19 20 21
The boy ate an orange, but he refused the banana which a

22 23
man offered him.

- | | |
|-----------------|---------|
| () 18. an | 18. B * |
| () 19. but | 19. E * |
| () 20. the | 20. A * |
| () 21. a | 21. B * |
| () 22. offered | 22. E * |
| () 23. him | 23. C * |

24 25 26 27 28
The one that came with him was his cousin from Winnipeg.

- | | |
|--------------|---------|
| () 24. The | 24. A * |
| () 25. one | 25. C * |
| () 26. with | 26. D * |
| () 27. him | 27. C * |
| () 28. his | 28. E * |

KINDS OF WORDS

- A. Adjective B. Noun
C. Verb D. Adverb
E. None of these.

Can you bring home a can of tomatoes and a loaf of bread, Sherri?

- | | | | |
|-----|----|--------|--------|
| () | 1. | Can | 1. C * |
| () | 2. | bring | 2. C * |
| () | 3. | home | 3. B * |
| () | 4. | can | 4. B * |
| () | 5. | Sherri | 5. B * |

6	7	8
Yesterday, Mary ran faster than the fastest boy.		

- () 6. Yesterday 6. D *
- () 7. faster 7. D *
- () 8. fastest 8. A *

9 10 11 12

Even if you fall, you will not hurt yourself.

- () 9. fall 9. C *
- () 10. you 10. E *
- () 11. will 11. C *
- () 12. yourself 12. E *

KINDS OF WORDS

- A. Adjective
- B. Noun
- C. Verb
- D. Adverb
- E. None of these.

13 14 15 16 17

Do not be afraid to jump down; the ground is soft.

- | | |
|----------------|---------|
| () 13. afraid | 13. A * |
| () 14. jump | 14. C * |
| () 15. down | 15. D * |
| () 16. ground | 16. B * |
| () 17. soft | 17. A * |

18 19 20

Mike's little sister fell down the stairs.

- | | |
|----------------|---------|
| () 18. little | 18. A * |
| () 19. down | 19. D * |
| () 20. the | 20. E * |

21 22

Squirrels ran excitedly up and down the branches of the

23 24

old oak tree.

- | | |
|-------------------|---------|
| () 21. excitedly | 21. D * |
| () 22. branches | 22. B * |
| () 23. old | 23. A * |
| () 24. oak | 24. A * |

Objective 4.1.3.2: the student identifies the function of words and clauses in sentences.

<u>Contents</u>	<u>Instrument Nos</u>
Object	
- direct	1 - 4
- indirect	5 - 8
- of preposition	9 - 12
Predicate (complete)	13 - 15
Subject	
- bare	16 - 19
- complete	20 - 22
Subject(ive) completion/complement	23 - 26

Instructions

The following exercises deal with the function of words, the role they play in the sentence.

Look at the example which follows.

The first sentence has a number in front of it, and an underlined word. Then you see four other sentences with letters in front, which also have an underlined word.

EXAMPLE

() 1. John eats an apple every day.

- A) Peter walks to school.
- B) Mary talked to her father about sports.
- C) John will buy a new house.
- D) Sue was writing on the blackboard.

Here is what you have to do. First, ask yourself what is the function of the underlined word in the first sentence; then, find the lettered sentence where the underlined word has the same function. When you have found that sentence, write its letter in the brackets.

Let's do the example together. In the first sentence, the word apple is the object of the verb. The only lettered sentence where the underlined word is also an object is sentence C. Let's write C in the brackets.

Consigne

Les exercices qui suivent portent sur la fonction des mots dans la phrase.

Regarde l'exemple ci-dessous. Il présente d'abord une phrase numérotée, où un mot est souligné. En dessous, il y a quatre autres phrases, appelées A, B, C et D, qui ont aussi un mot souligné.

EXEMPLE

() 1. John eats an apple every day.

- A) Peter walks to school.
- B) Mary talked to her father about sports.
- C) John will buy a new house.
- D) Sue was writing on the blackboard.

Tu dois d'abord te demander quelle est la fonction du mot souligné dans la phrase numérotée; trouve ensuite, parmi les quatre phrases qui suivent, celle où le mot souligné a la même fonction; enfin, inscris entre les parenthèses la lettre placée devant la phrase que tu as choisie.

Faisons l'exemple ensemble.

Parmi les mots soulignés dans les quatre phrases, un seul a la même fonction (object of the verb) que le mot apple; c'est le mot house de la phrase C. Tu dois donc inscrire la lettre C entre les parenthèses.

- () 1. Did you see that man who just crossed the street? A *
- A) Please send me four pairs of socks.
B) This little boy sings beautifully.
C) I told Mother that I would be late.
D) The girl with a ribbon in her hair is Mary.
- () 2. Whom did you see? D *
- A) Is that what you mean?
B) When will you leave?
C) Do you know the girl who just came in?
D) Why did you say that?
- () 3. Yesterday, I sent Joan a very long letter. C *
- A) This apple tastes sour.
B) Montcalm was a French general.
C) Last year we visited Cuba.
D) I put all the photographs in the box.
- () 4. Sandra has a large stamp collection. A *
- A) This year, we'll study our province.
B) Find Ontario on the map.
C) Ontario's population is larger than Quebec's.
D) I live in Ontario.
- () 5. He gave Sam a beautiful watch. D *
- A) I saw Sam yesterday morning.
B) I don't know this Sam that you are talking about.
C) "I won't go!" said Sam.
D) Sending Sam all that money was not very wise.
- () 6. Do me a favor, will you? C *
- A) Under the bed he found an old shoe.
B) Please call her and tell her to come home.
C) Give Robert a more interesting book.
D) The man's hat was blown under his car.
- () 7. Sending Paul a letter would be a very kind thing to do. C *
- A) To Mary, this looked like a very bad idea.
B) We thought Joe would be a good choice.
C) What name shall we give the baby?
D) Spring is my favorite season.

- () 8. Give every pupil a copy of this poem. A *
- A) He asked the pupils what they wanted.
 - B) He deals with all pupils very fairly.
 - C) Pupils, pay attention to me!
 - D) He did not respond to the pupils' request.
- () 9. The rabbit jumped across the ditch. C *
- A) She ate an apple at recess.
 - B) He became a lawyer.
 - C) Into the river fell the purse.
 - D) Suddenly, lightning flashed before us.
- () 10. The siren of the fire truck scares my dog. A *
- A) Dad! The phone call is for you!
 - B) He gave his house a new coat of paint.
 - C) Cats are great actors.
 - D) My aunt's finger got caught in the door.
- () 11. That gift comes from Ruth, you say? D *
- A) Give the book to Jack.
 - B) Have you seen this picture before?
 - C) This book does have many good stories.
 - D) Joan and I will go with you.
- () 12. Into the river went the runaway car. A *
- A) Let's go to the lake for a holiday.
 - B) Is there a doctor in the house?
 - C) The trees are growing new leaves.
 - D) A large swimming pool will be built here.
- () 13. The big desks in our classroom were given to
the taller boys. A *
- A) One of my friends phoned around six o'clock.
 - B) The girl on the street is talking to my brother.
 - C) A plate of delicious cookies was placed on the kitchen table.
 - D) The chairs in the kitchen were bought by Dad.
- () 14. Children like to play games. C *
- A) Rover is the largest dog I have ever seen.
 - B) These boxes are beehives.
 - C) Bees keep their hives very clean.
 - D) Millions of codfish are fished each year off Newfoundland.

- () 15. Christopher Columbus discovered America in 1492. A *
- A) You have seen their car?
B) You should read this exciting book.
C) Wolves howled all night around the camp.
D) Modern planes provide fast and comfortable transportation.
- () 16. Glass windows are very fragile. B *
- A) They discovered iron ore on our land.
B) Iron is found underground.
C) She dropped the iron on her foot.
D) My mother will iron my shirt.
- () 17. What a fine game your little Jerry played last night! D *
- A) Keep off the grass, Jerry!
B) I saw Jerry at the movie theatre.
C) Jerry's mother will come home tomorrow.
D) Jerry wants to become a doctor.
- () 18. In what year was this huge hotel built? A *
- A) The brightly decorated ship left the harbour at nine.
B) What will you give him for Christmas?
C) I don't want this old pair of skates.
D) The horse was frightened by a clap of thunder.
- () 19. Here comes the lovely, smiling bride! B *
- A) I want you to come home now!
B) His fear of snakes makes him miserable.
C) This family moved to Quebec.
D) To any boy, this would be great news.
- () 20. The little brown dog on the veranda looked at his master. A *
- A) One of your books fell on the floor.
B) A green and white box of candy was left on the table.
C) Her interest in books increased as she grew older.
D) One of the girls will leave by train.
- () 21. Last year's Grade 4 teacher now teaches Grade 6. D *
- A) Have you heard the latest news?
B) Here comes our driver!
C) Some families do not eat enough vegetables.
D) Ontario's rich farmland produces much food.

- () 22. Cheap electrical power is produced by this river. B *
- A) Off the west coast of Canada lies Vancouver Island.
 - B) In most drugstores, cod liver oil can be purchased.
 - C) Canadian products are sold to many countries of the world.
 - D) A large paper mill is located at Kapuskasing.
- () 23. Summer is wonderful. D *
- A) This toy costs a lot of money.
 - B) He is considered a very good hockey player.
 - C) I want my room painted green.
 - D) Yvonne looks very attractive in her new dress.
- () 24. I'm sorry to say he is absent. A *
- A) Were you afraid of that little mouse?
 - B) Ask him what he wants.
 - C) Please hand me that green book.
 - D) He caught me sleeping.
- () 25. This book is mine, you know! C *
- A) Think hard, and you will find the answer.
 - B) She gave her mother a big hug.
 - C) The dog remained motionless for a full minute.
 - D) The end of winter is near.
- () 26. Summer is my favorite season. B *
- A) We sent for some hamburgers.
 - B) Great was my surprise.
 - C) I think winter can be very enjoyable.
 - D) I thought he acted in a foolish way.

Objective 4.1.3.3: the student uses a correct ordering of the sentence's basic elements.

Instructions

In the following exercises you are given scrambled words and asked to put them in the correct order. When you have done so, you will say which two words should come first. Look at the example:

EXAMPLE

- | | | |
|-----|--------|--------------|
| () | 1. him | 2. she |
| | 3. saw | 4. yesterday |
| | A) 2-3 | B) 2-4 |
| | C) 3-4 | D) 1-3 |

To obtain the correct order, "she saw him yesterday", you must first take word no. 2 ("she") and then word no. 3 ("saw"). The correct answer, 2-3, is answer A; write A in the brackets.

When doing these exercises, remember that:

- a) there is never more than one correct answer;
- b) sometimes, none of the suggested answers are correct; in that case, answer "none of these";
- c) you must think of an order which uses all the words that are given, and no other words.

Consigne

Dans les exercices qui suivent, tu devras mettre en ordre des mots qui sont présentés en désordre, puis dire quels sont les deux mots qui devraient venir en premier. Regarde cet exemple:

EXEMPLE

- | | | |
|-----|--------|--------------|
| () | 1. him | 2. she |
| | 3. saw | 4. yesterday |
| | A) 2-3 | B) 2-4 |
| | C) 3-4 | D) 1-3 |

L'ordre correct est: "she saw him yesterday". Il faut donc prendre d'abord le mot 2 ("she"), puis le mot 3 ("saw"); l'ordre 2-3, c'est la réponse A, et tu dois écrire A entre les parenthèses.

En faisant ces exercices, rappelle-toi que:

- a) il n'y a jamais plus qu'une bonne réponse;
- b) parfois, aucune des réponses suggérées n'est bonne; dans ce cas, réponds "none of these";
- c) les phrases que tu fais doivent employer tous les mots qui te sont donnés, et seulement ces mots-là.

- () 1. 1. gave 2. aunt Mary B e
3. to the children 4. a box of candy
A) 4-3 B) 2-1
C) 3-4 D) none of these
- () 2. 1. painted 2. recently A m
3. we had 4. our house
A) 3-4 B) 3-2
C) 2-4 D) none of these
- () 3. 1. to go 2. to bed D e
3. by the doctor 4. was advised
5. my sick friend
A) 5-1 B) 5-2
C) 5-3 D) none of these
- () 4. 1. wants 2. a bicycle C e
3. on the rack 4. like the one
5. the little girl
A) 2-3 B) 2-4
C) 5-1 D) none of these
- () 5. 1. the camp 2. to sleep B e
3. we finally reached 4. where we wanted
A) 1-4 B) 3-1
C) 3-4 D) none of these
- () 6. 1. the child 2. is C *
3. our neighbor's son 4. you drive to school
A) 1-2 B) 4-3
C) 1-4 D) none of these
- () 7. 1. in a hurry 2. with a bleeding nose B *
3. went home 4. the little boy
A) 1-2 B) 4-2
C) 2-1 D) none of these

- () 8. 1. a ride 2. gave us B m
3. the man 4. in his car
5. to the city
A) 3-4 B) 3-2
C) 1-4 D) none of these
- () 9. 1. all 2. we will A m
3. to school 4. for a week
5. have to walk
A) 2-1 B) 1-5
C) 4-1 D) none of these
- () 10. 1. from you 2. a letter C e
3. to receive 4. he was pleased
A) 3-1 B) 3-2
C) 4-3 D) none of these
- () 11. 1. stopped 2. the camp D m
3. the snow 4. after we reached
A) 2-1 B) 4-3
C) 3-4 D) none of these
- () 12. 1. and stay 2. in a week B m
3. for two days 4. she'll arrive
A) 4-1 B) 4-2
C) 4-3 D) none of these
- () 13. 1. mother 2. every day A m
3. in her carriage 4. takes Joan out
A) 2-1 B) 1-3
C) 3-2 D) none of these
- () 14. 1. he 2. to C m
3. John 4. Peter
5. introduced
A) 3-5 B) 4-5
C) 1-5 D) none of these

- () 15. 1. he was 2. to jump D m
3. he tried 4. so excited
5. over that stream

A) 1-2 B) 3-4
C) 2-5 D) none of these

- () 16. 1. all 2. they B m
3. went 4. for Christmas
5. to Grandfather's

A) 1-2 B) 2-1
C) 2-3 D) none of these

Objective 4.1.3.4: the student transposes sentences correctly.

(Part I - negative sentences)

Instructions

Choose the correct way of making the numbered sentences negative, and write in the brackets the letter of the answer you choose.

Consigne

Trouve la forme négative correcte des phrases numérotées, et inscris entre les parenthèses la lettre placée devant la réponse choisie.

- () 1. I have some money. B *
- A) I have none money.
B) I have no money.
C) I have not money.
D) I no have money.
- () 2. The ticket will cost you something. B *
- A) The ticket will not cost you nothing.
B) The ticket will not cost you anything.
C) The ticket will not cost you something.
D) The ticket will cost you not anything.
- () 3. Paul made friends with his new neighbour. C *
- A) Paul not made friends with his new neighbour.
B) Paul did not made friends with his new neighbour.
C) Paul did not make friends with his new neighbour.
D) Paul make no friends with his new neighbour.
- () 4. The new company manufactures toys. C *
- A) The new company not manufacture toys.
B) The new company not manufactures toys.
C) The new company does not manufacture toys.
D) The new company does not manufactures toys.
- () 5. Please pull hard. B *
- A) Please not pull hard.
B) Please do not pull hard.
C) Please no pull hard.
D) Please pull not hard.
- () 6. Does it ever pay to be naughty? D *
- A) Does not it ever pay to be naughty?
B) Does it ever not pay to be naughty?
C) Does it no ever pay to be naughty?
D) Does it not ever pay to be naughty?

- () 7. There was a reply; the line was working. C *
- A) There was not a reply; the line was not working.
 - B) There not was a reply; the line was no working.
 - C) There was no reply; the line was not working.
 - D) There was none reply; the line was no working.
- () 8. There were windows through which we could look out. A *
- A) There were no windows through which we could look out.
 - B) There were none windows through which we could look out.
 - C) There were not some windows through which we could look out.
 - D) There were not windows through which we could look out.
- () 9. Are we going out for football? C *
- A) Are not we going out for football?
 - B) Are we no going out for football?
 - C) Are we not going out for football?
 - D) Are we going not out for football?
- () 10. Diving is more dangerous than downhill skiing. A *
- A) Diving is no more dangerous than downhill skiing.
 - B) Diving is none more dangerous than downhill skiing.
 - C) Diving don't is more dangerous than downhill skiing.
 - D) Diving not is more dangerous than downhill skiing.

Objective 4.1.3.4: the student transposes sentences correctly.

(Part II - interrogative sentences)

Instructions

Choose the correct way of making the numbered sentences interrogative,
and write in the brackets the letter placed in front of your answer.

Consigne

Trouve la forme interrogative correcte des phrases numérotées, et inscris
entre les parenthèses la lettre placée devant la réponse choisie.

- () 1. This bus goes to Montreal. A *
- A) Where does this bus go?
 - B) This bus go where?
 - C) Where go this bus?
 - D) Does where this bus go?
- () 2. This bus goes to Montreal. B *
- A) This bus go to Montreal?
 - B) Does this bus go to Montreal?
 - C) Goes this bus to Montreal?
 - D) This bus does it go to Montreal?
- () 3. Yes, this bus goes to Montreal. D *
- A) Goes this bus to Montreal?
 - B) This is the bus goes to Montreal?
 - C) Is it to Montreal this bus does go?
 - D) Is this the bus that goes to Montreal?
- () 4. The baby cried when you left. B *
- A) What do the baby when I left?
 - B) What did the baby do when I left?
 - C) What did the baby when I left?
 - D) What do the baby do when I left?
- () 5. The baby cried when you left. A *
- A) Who cried when I left?
 - B) Did the baby cried when I left?
 - C) Did cry the baby when I left?
 - D) The baby has it cried when I left?
- () 6. The baby cried when you left. C *
- A) When the baby did cry?
 - B) When the baby cried?
 - C) When did the baby cry?
 - D) When the baby did it cry?

- () 7. Susan lived near Mark's place. D *
- A) Where Susan did live?
 - B) Where does Susan lived?
 - C) Where does Susan live?
 - D) Where did Susan live?
- () 8. Susan lived near Mark's place. B *
- A) Is Susan who lived near Mark's place.
 - B) Who lived near Mark's place?
 - C) Who do lived near Mark's place?
 - D) Lived Susan near Mark's place?
- () 9. Yes, Susan lived near Mark's place. C *
- A) Does Susan lived near Mark's place?
 - B) Is it Susan who lives near Mark's place?
 - C) Did Susan live near Mark's place?
 - D) Was it Susan who lives near Mark's place?
- () 10. The key was found by Joan. B *
- A) By who was found the key?
 - B) Who found the key?
 - C) Who is she who found the key?
 - D) Who do found the key?

Objective 4.1.3.5: the student punctuates correctly.

Instructions

The following exercise will test your knowledge of punctuation.

Look at the two examples below. In each sentence the punctuation marks have been left out. Underneath each sentence, four ways of punctuating the sentence are suggested.

EXAMPLE

- () 1. Why are they leaving _____
A) ! B) , C) . D) ?

- () 2. When you go _____ lock the door _____
A) . . B) , :
C) , . D) ; .

You are to decide which of the suggested sets of punctuation marks is correct.

Let's do example 1. Which is the correct punctuation?

The correct answer is D. Write the letter D in the brackets.

Now, do example 2.

The correct answer is C. Write the letter C in the brackets.

Consigne

Les exercices suivants portent sur la ponctuation. Regarde les deux exemples ci-dessous. Chacun comprend une phrase où les signes de ponctuation sont remplacés par des traits. En-dessous de chaque phrase, on te suggère différentes ponctuations.

EXEMPLE

() 1. Why are they leaving ____
A) ! B) , C) . D) ?

() 2. When you go ____ lock the door ____
A) . . B) , :
C) , . D) ; .

Parmi les ponctuations suggérées, tu dois trouver la bonne.

Faisons ensemble le premier exemple. Quelle ponctuation est la bonne?

C'est D, et il faut écrire cette lettre entre les parenthèses.

Fais le deuxième exemple.

La bonne réponse est C; tu dois écrire cette lettre entre les parenthèses.

- () 1. The clown sold many balloons ____ B e
A) , B) . C) : D) ;
- () 2. When does school start ____ C e
A) , B) . C) ? D) ;
- () 3. What a nice cat ____ D e
A) , B) . C) ? D) !
- () 4. Is your mother here ____ C e
A) , B) . C) ? D) ;
- () 5. Bananas ____ oranges and apples are fruits. A e
A) , B) . C) : D) ;
- () 6. "Did you invite him ____" asked Fred. C m
A) , B) : C) ? D) ;
- () 7. Harry ____ please show Mary to the classroom ____ D e
A) ! ? B) . !
C) ! ... D) , .
- () 8. "Have you heard about the accident ____" asked Sue ____ A m
A) ? . B) , ?
C) . ! D) ? ?
- () 9. Mommy said: "How well you sang that song, Fred ____ B e
A) . " B) ! "
C) " ! D) " .
- () 10. "I'm so happy to see you ____" exclaimed Mary. D m
A) . " B) " ?
C) " , D) ! "

Objective 4.1.3.6: the student applies basic grammatical rules.

<u>Contents</u>	<u>Instrument Nos</u>
Articles	1 - 4
Pronouns	5 - 8
Quantitative words	9 - 10
Possessive adjectives	11 - 12
Comparatives and superlatives	13 - 16
Tense selection	17 - 22
Question words	23 - 27
Tag questions	28 - 31
Homophones	32 - 39
Subject - verb agreement	40 - 49

Instructions

In doing the following exercises, you will have to choose words according to the rules of grammar. In each exercise, one or two words or phrases have been left out. Choose the correct one(s) from those suggested, and write the letter in the brackets. If the correct answer is not provided, choose "none of these".

Consigne

Les exercices qui suivent portent sur le choix du bon mot selon les règles de la grammaire anglaise.

Ce sont des phrases où un ou deux mots ou expressions ont été enlevés. Choisis la bonne réponse parmi celles qui sont suggérées, puis inscris entre les parenthèses la lettre placée devant.

Si aucun des mots ou expressions suggérés n'est acceptable, choisis la réponse "none of these".

- () 1. Peter, Jean and Marie will be _____ good students. D *
- A) a B) these C) some D) none of these
- () 2. Peter has _____ long hair. D m
- A) a B) some C) his D) none of these
- () 3. At recess, Charles will eat _____ apple. B d
- A) a B) the C) her D) none of these
- () 4. I like _____ blue dress that I saw in the store. B e
- A) a B) the C) an D) none of these
- () 5. Peter is so nice that Mary is thinking of taking _____ to the party. C e
- A) her B) them C) him D) he
E) none of these
- () 6. Everyone has a lunch box except Jane who forgot _____ at home. A m
- A) hers B) her C) his D) this
E) none of these
- () 7. The boy _____ stole the bicycle had to return it to the owner. E m
- A) whose B) which C) what D) whom
E) none of these
- () 8. I know this is Paul's pen; I am sure it is _____. A e
- A) his B) him C) her D) hers
E) none of these
- () 9. Lucie still has the three dollars she had last week; she spent _____. B m
- A) anything B) nothing C) everything D) something
E) none of these

- () 10. It started to rain right in the middle of the school picnic. _____ of the children waited in the old barn. D e
A) Nobody B) Somebody C) No D) Some
E) none of these
- () 11. Most Canadians eat _____ principal meal in the evening. E d
A) our B) his C) her D) theirs
E) none of these
- () 12. Jane and _____ brother always walk to school together. B e
A) his B) her C) him D) their
E) none of these
- () 13. This dress is _____ one of all. C m
A) the prettier B) prettier than C) the prettiest
D) prettiest E) none of these
- () 14. Jean is eight years old. Mary is nine. D e
Jean is a year _____ than Mary.
A) as young B) youngest C) the younger
D) younger E) none of these
- () 15. These three girls run very well; Sue runs _____ the three. B *
A) as fast than B) the fastest of C) the faster than
D) the faster of E) none of these
- () 16. I have two balloons; the blue one is _____ the two. B *
A) the bigger of B) the biggest of C) as big as
D) biggest than E) none of these
- () 17. The train _____ ten minutes ago. A m
A) arrived B) arrives C) was arrived
D) will arrive E) none of these
- () 18. The boy _____ by the dog. E m
A) is chasing B) has chased C) chased
D) was chasing E) none of these

- () 19. My parents _____ from Toronto late last night. E e
 A) arrive B) will be arriving C) were arriving
 D) could arrive E) arrived
- () 20. Yesterday the girl _____ her friends. B *
 A) sees B) saw C) is seeing
 D) will see E) none of these
- () 21. Tom has _____ how to play ball for a long time. D *
 A) knew B) know C) knows
 D) known E) none of these
- () 22. After breakfast, John puts his books in his school bag. E d
 He _____ to school.
 A) went B) has gone C) go
 D) is gone E) none of these
- () 23. "_____ is he going now?" "He is going to the library." B e
 A) When B) Where C) What D) Who
 E) none of these
- () 24. "_____ time is it?" "Eight-fifteen." E m
 A) Where B) When C) How D) Which
 E) none of these
- () 25. "_____ will she get here?" A e
 "She will arrive here on Monday."
 A) When B) Where C) How D) What
 E) none of these
- () 26. "_____ is Joan not at school?" "She is sick today." A e
 A) Why B) When C) Who D) Where E) none of these

- () 27. "_____ discovered Canada?" C e
"Jacques Cartier discovered Canada."
A) Why B) What C) Who D) How E) none of these
- () 28. Jane didn't tell him, _____ D m
A) did Jane? B) did her? C) does she? D) did she?
E) none of these
- () 29. Mom, you know my teacher, _____ E d
A) do you? B) haven't you? C) have you? D) did she?
E) none of these
- () 30. John didn't get his new baseball glove yet, _____ B m
A) didn't he? B) did he? C) won't he? D) does he?
E) none of these
- () 31. You often leave for school early, _____ D m
A) do not you? B) do you? C) will you? D) don't you?
E) none of these

- () 32. _____ coat is this, if _____ not Joan's? D *
- A) Who's ... its ... B) Who's ... it's ...
C) Whose ... its ... D) Whose ... it's ...
- () 33. _____ not a chance that _____ teacher would do that. A *
- A) There's ... our ... B) There's ... are ...
C) Theirs ... our ... D) Theirs ... are ...
- () 34. _____ in charge of _____ club this year? B *
- A) Who's ... you're ... B) Who's ... your ...
C) Whose ... you're ... D) Whose ... your ...
- () 35. _____ the pupils supposed to take a note to _____ parents? D *
- A) Our ... there ... B) Our ... their ...
C) Are ... there ... D) Are ... their ...
- () 36. _____ dog is looking for _____ bone. B *
- A) Our ... it's ... B) Our ... its ...
C) Are ... it's ... D) Are ... its ...
- () 37. Why aren't _____ brothers on the team if _____ so good? D *
- A) .. you're .. their .. B) .. you're .. they're ..
C) .. your .. their .. D) .. your .. they're ..
- () 38. If _____ transistor won't work, they will lend you _____. C *
- A) ... you're ... theirs B) ... you're ... there's
C) ... your ... theirs D) ... your ... there's
- () 39. The parents _____ children miss school should tell the Director if _____ a special reason. A *
- A) ... whose ... there's ... B) ... whose ... theirs ...
C) ... who's ... there's ... D) ... who's ... theirs ...
- () 40. There _____ a dozen apples in the refrigerator, but there _____ only a few pears. B *
- A) ... is ... is ... B) ... is ... are ...
C) ... are ... is ... D) ... are ... are ...
- () 41. My pants _____ torn and dirty, your shorts _____ clean. D *
- A) ... is ... is ... B) ... is ... are ...
C) ... are ... is ... D) ... are ... are ...

- () 42. Only one of the girls _____ to go to that movie, since most of them _____ already seen it. B *
- A) ... wants ... has ... B) ... wants ... have ...
C) ... want ... has ... D) ... want ... have ...
- () 43. Coke or milk _____ sold in the school cafeteria, for those who _____ thirsty. D *
- A) ... are ... is ... B) ... is ... is ...
C) ... are ... are ... D) ... is ... are ...
- () 44. The Director as well as the janitor _____ responsible for the neatness of the school. Both _____ order. D *
- A) .. are .. maintain .. B) .. is .. maintains ..
C) .. are .. maintains .. D) .. is .. maintain ..
- () 45. Bob and Ted _____ on the school team. One or the other _____ always scoring points. A *
- A) ... play ... is ... B) ... plays ... is ...
C) ... play ... are ... D) ... plays ... are ...
- () 46. He is one of those students who never _____ about school work; A *
he is the only one in the class who _____ not write neatly.
- A) ... care ... does ... B) ... cares ... does ...
C) ... care ... do ... D) ... cares ... do ...
- () 47. Here _____ two litres of milk; Mother says four litres _____ enough for the week. C *
- A) ... is ... is ... B) ... are ... are ...
C) ... are ... is ... D) ... is ... are ...
- () 48. Both Pat and Pete _____ popcorn. Some other boys _____ nuts. D *
- A) .. enjoy .. prefers .. B) .. enjoys .. prefer ..
C) .. enjoys .. prefers .. D) .. enjoy .. prefer ..
- () 49. None of these answers _____ acceptable; each of them _____ great ignorance. B *
- A) ... are ... show ... B) ... is ... shows ...
C) ... is ... show ... D) ... are ... shows ...

Objective 4.1.3.7: the student uses the right preposition to show chronological or spatial relationships.

Instructions

In the following exercise, the sentences are incomplete. Choose the correct word or words from those suggested, and write the corresponding letter in the brackets.

Consigne

Les exercices suivants portent sur les mots de liaison. Chacun présente une phrase incomplète; tu dois choisir parmi les réponses suggérées sous la phrase, celle qui la complète le mieux, et inscrire entre les parenthèses la lettre qui précède cette réponse.

- () 1. Cold weather turns water _____ ice. C e
 A) in B) from
 C) into D) for
- () 2. It is fun to jump _____ a clear pool. D e
 A) down B) within
 C) inside D) into
- () 3. The children picked berries _____ the road. B e
 A) over B) beside
 C) at D) aside
- () 4. He hasn't played hockey _____ last winter. A e
 A) since B) during
 C) before D) throughout
- () 5. They often go _____ the museum _____ Saturday. D m
 A) at - on B) at - during
 C) to - during D) to - on
- () 6. Susan is happy to be _____ all her friends. A m
 A) among B) within
 C) between D) aside
- () 7. Tom sat _____ his two friends _____ the barn. C m
 A) between - aside B) among - by
 C) between - by D) among - aside
- () 8. The boy hasn't bought a gift _____ his friend _____ two years. A m
 A) for - for B) to - for
 C) for - since D) to - since
- () 9. She arrived _____ the park and ran _____ the water fountain. C m
 A) to - toward B) to - along
 C) at - toward D) at - along
- () 10. The children walked _____ the busy street. B e
 A) within B) across
 C) aside D) in

- () 11. Our visitors decided to stay _____ tomorrow. D e
A) during B) before
C) from D) until
- () 12. The boy rode his bicycle _____ the path. A e
A) down B) in
C) at D) into
- () 13. The cyclists were seen _____ their helmets. B e
A) within B) without
C) through D) beyond
- () 14. He hasn't seen his friends _____ five days. B m
A) until B) for
C) before D) since
- () 15. Mother reached _____ the cupboard to get the plates. D m
A) on B) for
C) at D) into
- () 16. This girl always arrives _____ the others. D e
A) besides B) beyond
C) along D) after
- () 17. In summer, they like to walk _____ the sandy beach. C m
A) at B) in
C) along D) through
- () 18. The dog likes to sit _____ his master. A e
A) beside B) around
C) between D) among
- () 19. Mary came _____ my house _____ the party. D *
A) at - after B) at - since
C) to - at D) to - after
- () 20. The cat that was sitting _____ the fence jumped _____ the ground. B m
A) near - at B) on - to
C) at - into D) on - for

- () 21. My friend stayed _____ my place _____ an hour. A e
 A) at - for B) over - in
 C) at - by D) to - over
- () 22. The boys were paddling _____ the river in a canoe. D m
 A) at B) beside
 C) into D) down
- () 23. My father bought that dog _____ a friend _____ five dollars. C e
 A) off - with B) from - to
 C) from - for D) of - for
- () 24. The evening sun disappeared _____ the mountains. B e
 A) through B) behind
 C) into D) above
- () 25. We walked _____ the forest while you sat _____ the trees A e
 _____ the garden.
 A) through - under - in B) in - into - at
 C) in - on - into D) through - under - into
- () 26. Do pelicans live _____ the Gulf _____ Mexico. D d
 A) at - of B) over - from
 C) on - by D) on - of
- () 27. Ron looked up _____ the sun _____ the hills. A m
 A) at - over B) for - of
 C) to - with D) at - by
- () 28. The parcel _____ Bob _____ grandfather arrived C e
 _____ mail.
 A) from - at - by B) to - for - in
 C) for - from - by D) to - by - in
- () 29. Your friend waited _____ five o'clock _____ our place. C m
 A) at - near B) to - at
 C) until - near D) at - to

- () 30. Please write your name _____ the first line _____ the first page _____ your scribbler. B m
- A) in - of - on B) on - of - in
C) on - into - of D) in - on - into
- () 31. Bob dived from the row boat _____ the pond and swam _____ shore. D m
- A) in - at B) into - at
C) in - to D) into - to
- () 32. The girl walked _____ her mother holding her hand. C e
- A) after B) aside
C) beside D) besides
- () 33. I can see half a kilometer _____ the woods. C d
- A) in B) at
C) into D) across
- () 34. The young girl stood _____ the fire _____ her favorite toy. D m
- A) to - besides B) among - and
C) besides - with D) by - with
- () 35. Louise stayed _____ your place _____ noon. C m
- A) down - since B) into - until
C) at - until D) near - since
- () 36. The bird flew _____ the tree _____ the ground. C m
- A) to - into B) at - from
C) from - to D) by - on
- () 37. Helen is shopping _____ some new clothes to wear _____ her trip. A e
- A) for - on B) after - for
C) for - to D) after - on
- () 38. Many men were looking _____ the tiger that had escaped _____ the circus. C m
- A) at - of B) to - at
C) for - from D) for - of

- () 39. Grandpa arrived _____ Sudbury _____ three o'clock. A m
He had travelled _____ Ottawa.
- A) in - at - from B) to - in - of
C) at - on - to D) from - during - in
- () 40. The wind blew _____ the field and _____ the hill. D m
- A) across - at B) down - across
C) down - at D) across - down
- () 41. The cat jumped _____ the chair when the dog came A e
_____ the room.
- A) from - into B) into - at
C) from - at D) into - from
- () 42. Mary stayed _____ noon. D e
- A) to B) for
C) over D) until
- () 43. He ran _____ the crowd of children, then sat _____ D m
the two cars.
- A) between - among B) among - between
C) between - through D) through - between
- () 44. Place the chair _____ the table. C e
- A) into B) to
C) beside D) in
- () 45. I was always falling _____ when I learned to ski. C e
- A) out B) in
C) down D) across
- () 46. The ball went _____ the open window. C m
- A) into B) on
C) through D) upon
- () 47. The rabbit hopped _____ the garden. B e
- A) besides B) across
C) at D) after
- () 48. The dog ran _____ the road. B m
- A) at B) along
C) into D) in

Section Two

INTEGRATIVE ASSESSMENT INSTRUMENTS: WRITTEN COMPOSITIONS

I. Foreword

1. Usefulness of Compositions

Knowledge of the vocabulary and grammar of a language is necessary for good written expression, but it does not guarantee the effectiveness of communication. As everyone knows, regular reference to a dictionary and a grammar textbook does not ensure the making of a great poet, novelist or speaker.

In addition to the discrete instruments presented in the preceding pages, the teacher will therefore want to continue to make use of compositions; this type of testing will reveal whether the pupils, while respecting the formal requirements of the language, know how to adapt their writing to attain a particular objective: to inform, to persuade, to move, to amuse, etc.

2. A Problem: The Marking of Compositions

Unfortunately, compositions often are, in practice, mediocre instruments of measurement because of the great difficulty of marking

them in a reliable manner. The subjectivity and inconsistency of this marking are facts of life. It has often been shown that, unless stringent precautions are taken, the same paper (a) independently assessed by several markers, will receive substantially differing marks; (b) corrected twice by the same marker, will be evaluated quite differently if the interval between the two assessments has been long enough for the marker to forget the mark assigned the first time.

3. Two Solutions

The efforts made to overcome these serious difficulties have been oriented in two very different directions, both of which are reflected in this Pool. The first approach attempts to improve the traditional method of marking; it is discussed under the heading "Guided Analytic Scoring". The second constitutes a complete break with the traditional method and will be referred to here as "Collective Holistic Scoring".

a) Guided Analytic Scoring

The causes of the subjectivity of marking are known:

- i) different markers do not agree on the criteria to be used: quality of grammar, organization of ideas, style, sentence variety, breadth and precision of vocabulary, spelling, neatness, etc. The Pool has attempted to overcome this difficulty by proposing a scoring form which lists the five criteria to be used;
- ii) even if various markers agree on what criteria should be taken into account, they may not attach the same weighting to each when determining the overall score. The proposed scoring form indicates the weightings given to each of the five areas;
- iii) even if these two difficulties are surmounted, the personal standards of the teachers (that is, their views of what can be expected of students at a given grade level) may vary greatly.

It is for this reason that, for each of the composition topics to be presented in the following pages, several writing samples, along with completed scoring forms and comments, have been reproduced. It is hoped that this material will help to establish common standards for teachers in Ontario's French-Language Schools, so that the same composition would receive approximately the same mark if it were corrected by several scorers, even in different areas of the Province. On the other hand, the compositions written by other pupils will not be truly comparable to the samples reproduced in the Pool unless they are obtained under the same conditions: time allowed, help given, etc. For that purpose, methodology sheets stating the circumstances under which the writing samples were gathered have been provided. Teachers will understand that, in order to assess the writing of their pupils by the same standards as those applied to the samples reproduced here, the same conditions must be re-created in the classroom.

b) Collective Holistic Scoring

This method of assessment rests on two postulates:

- i) in marking compositions, passing separate judgments on every aspect of content and form matters much less than arriving at an overall assessment which answers the question: does this writing attain its goal? With this in mind, a piece of writing is deemed good if it attains its objective (to inform, to amuse, to persuade, to move, etc.), bad if it does not. This overall assessment is expressed by placing each composition in one of a small number of categories, sometimes as few as four ("very good, good, weak, very weak", for instance), rarely more than ten (represented by marks 1 to 10);
- ii) the best way to reduce the subjectivity of marking is to have several people score the same composition independently; if their judgments do not agree, either their marks are averaged, or additional markers are brought in until a majority view clearly emerges.

II. Guided Analytic Marking

A. How to Use the Suggested Topics

This part of the Pool contains suggested composition topics suited to the interests and intellectual development of pupils in Grade Six. Moreover, these topics have been selected so as to correspond to a number of "language functions". This relatively new concept underlies a considerable amount of research and development work recently carried out in the area of language instruction, and it was felt appropriate for the Pool to incorporate and illustrate this concept. Hence the reference, for each suggested topic, to the language function tapped.

Furthermore, the topics are accompanied by writing samples which are scored and commented upon, and by a description of the conditions under which they were gathered. Here are some observations concerning the use of this material.

1. It may be that the list of topics will not satisfy all of the testing needs of the teachers; over the course of a year, pupils could be asked to write more than four or five compositions.
2. Therefore, it is hoped that these instruments will also be of help:
 - a) by showing some of the variety in the types of writing that can be done at a given grade level: descriptions, narrations of real or imagined events, presentation of personal views, etc.;

- b) by suggesting a method of assessment (the scoring form and the pedagogical notions which underlie its use) which can be applied to topics selected by the teacher as well as to those presented here;
 - c) especially by helping the teachers, thanks to the proposed method of assessment and the sample scripts, make more valid and more reliable judgments on the quality of the writing produced by their pupils.
3. Consequently, until more topics are added to this section of the Pool, teachers should use the material sparingly; for example, one or two of the suggested topics might be used at the beginning of the school year for diagnostic purposes, or toward the end of the year for summative assessment.
4. In order for the standards illustrated by this material to be applicable to their pupils' writing, teachers must, as far as possible, create the same testing conditions as those under which the samples were collected.

B. How to Use the Scoring Form

1. The proposed scoring form, found on the next page, identifies five criteria, and regroups them under two main headings:

1. Ideas	}	Content
2. Organization		
3. Vocabulary	}	Language
4. Style		
5. Grammar		

Scoring form: Written Compositions

Pupil

Grade

/ /
Date

Marker

(weaknesses)

(strengths)

Criteria:

A) Content (60)

1- Ideas:

() -relevance

() -variety

() -originality

()

()

()

Very weak: 0 to 19

Weak : 20 to 26

Good : 27 to 33

Very good: 34 to 40

40

2- Organization:

() -plan

() -introduction & conclusion

() -coherent sequencing of ideas

() -paragraph structure

()

()

()

()

Very weak: 0 to 9

Weak : 10 to 13

Good : 14 to 16

Very good: 17 to 20

20

B) Language (40)

3- Vocabulary:

() -precision

() -accuracy

() -breadth

()

()

()

Very weak: 0 to 4

Weak : 5 or 6

Good : 7 or 8

Very good: 9 or 10

10

4- Style:

() -variety of sentence

structure

() -appropriateness

()

()

()

Very weak: 0 to 4

Weak : 5 or 6

Good : 7 or 8

Very good: 9 or 10

10

Sub-total:

80

5- Grammar:

() -sentence structure

() -agreements: gender,

number, person

() -agreements: tense

() -spelling and usage

() -punctuation

()

()

()

()

()

()

additive:

no. of errorless segments =

(max.: 20)

subtractive:

20 - no. of errors =

(min.: 0)

TOTAL:

%
(sub.) (add.)

2. For each criterion (with the exception of grammar; see below), the marker will, first, judge the essay to be "very good", "good", "weak" or "very weak".

This range purposely does not include a middle point, such as "acceptable" or "average".

3. In order to help the teacher pass such judgments, the scoring form suggests, for each criterion, a number of points to be observed. For example, "Ideas" is further broken down into:

weaknesses



() relevance
() richness
() originality

strengths



()
()
()

If the scorer is impressed by the richness of the ideas expressed in the script, he/she will place a check mark under "strengths" in the right hand brackets; conversely if the ideas expressed are poor, a mark may be put under "weaknesses". When the whole composition has been read, such notations will facilitate making the required assessment: more marks on the right must logically lead, for Ideas, to an assessment of "very good", more marks on the left, to an assessment of "very weak", the absence of marks, to a "good" or "weak" assessment. Two points are to be remembered: (a) the suggested lists of points to observe are neither exhaustive nor exclusive, and could be followed by "etc."; (b) the use of these lists is optional.

4. The scorer could stop there; unless there is a reason to produce an overall score, there is no need to convert the qualitative assessments into numbers. Indeed, for many students, such assessments would probably be more enlightening than a percentage mark.

5. If the teacher wishes to award numerical marks, the scoring form suggests appropriate ranges. For example, the assessment "very good" for Ideas may be converted into a mark between 34 and 40 inclusively, and the assessment "very weak", into a mark between 0 and 19 inclusively; the mark assigned is then placed in the space provided.
6. Adding the scores from the five areas produces an overall score on 100. A composition which is judged to be very weak in all areas will automatically receive a failing mark, that is, a mark below 50%.

C. How to Mark for Grammar

Most teachers will insist that the final mark given to a composition must take into account the correctness of the grammar. The scoring form proposed in this Pool reflects this conviction, and allots 20% of the total mark to this criterion. However, a problem arises when the question of how to award the mark for grammar is faced. Two methods will be described here; it is up to the teacher to decide which one to use.

1. The Traditional (Subtractive) Method

Traditionally, the method is to subtract a certain number of points (1 or more points, or a fraction of a point) for each grammatical error from the total given for the other areas: ideas, organization, style, etc. When this method is applied to the samples reproduced here, 1 point is subtracted for each grammatical error, up to 20. This procedure is frequently criticized for the following reasons:

- a) it systematically penalizes those students who tend to write longer compositions while favouring those who write short ones;

- b) it is negative, and could be considered as less pedagogically sound, less motivating for the students; would it not be more appropriate to give marks for avoiding errors rather than subtracting marks for committing them?

2. A New (Additive) Method

An unexpected benefit, resulting from the collection and preparation of writing samples for the Pool, was the creation of a new method of marking which avoids the two difficulties mentioned earlier. It rests on the observation of a sample of words taken from each script and involves the following steps:

- a) decide on the location and the size of the sample to be used in all scripts: all at the beginning, the middle or the end; half from the beginning and half from the end, etc. The sample could include 60 words at the junior level, and more for the higher grades; (That number, as will be seen later, is not critical as long as it is a multiple of the number of points given to grammar.)
- b) divide the sample of words into 20 groups (of 3 or 5 or more words, depending on the grade level). Experience has taught that after the second or third script, this step takes less than one minute per composition, particularly if one counts the words and the groups at the same time, as follows: 1-2-1, 1-2-2, 1-2-3, 1-2-4, 1-2-5, etc.; (The teacher wishing to use this method repeatedly should vary the location of the sample; to take the words always from the beginning, or the end, or the middle, would obviously encourage some students to be less careful in other, less "critical" parts of their compositions.)
- c) award a point for each group of words which contains no grammatical or spelling error. As there are 20 groups, the maximum mark is 20; should one wish to allot a larger or a

smaller number of marks to grammar, the number of word groups would be modified accordingly.

3. How the Samples Were Corrected

In connection with the samples reproduced below, the following points should be noted:

- a) all grammatical errors have been underlined;
- b) the mark for grammar has been established in the two ways which have just been discussed, and have certain difficulties in common. For example, it is generally recognized that it is appropriate to count an error only once, if repeated; the difficulty lies in defining "repeated error": if the student violates three different rules concerning subject-verb agreement, is this a repeated error, or three different errors? For reasons such as this, it may be difficult for two persons to arrive at the same error count;
- c) another generally accepted convention, to the effect that violations of rules that have yet to be taught should be disregarded, was not applied in marking the samples, for lack of information on this point; all grammatical errors have therefore been underlined and counted;
- d) the additive method entails the necessity of precisely defining "word", since each group must contain a certain number of words. The definition used here is the simplest available one: a word is a letter or sequence of letters preceded and followed by a blank space. The following are thus considered as single words: "brother-in-law", "thirty-seven", "full-time", "shouldn't", "can't", "mother's", etc. (This definition involves some incongruities, and any suggestions tending to improve it will be gratefully received.)

D. How to Use the Samples

The following pages present, firstly, the composition topics which were scored analytically; secondly, a description of the conditions surrounding the preparation of the scripts retained as samples; finally, the samples, each one followed by comments and a completed scoring form. The samples are reproduced exactly as they were handed in by the students, except that grammar and spelling errors are underlined, and that the first sixty words are divided into twenty three-word groups.

As already mentioned, these samples, marked and commented upon, are intended to help teachers in French-Language Schools develop and adopt common assessment standards.

When using one of the suggested topics, or a topic of the same nature (and, in particular, one which taps the same language function), the teacher is asked to read the samples and the accompanying comments, and to study the several marks assigned to each script. The resulting evaluations should be more reliable, since they will be less affected by local and even personal expectation levels.

Suppose for example that, compared with the samples, a script has been judged to be "very weak" in the area of Ideas; the teacher still has to decide if this judgement should be converted into a mark of 0, or of 5, or of 12, etc. The samples presented here will guide this decision. Studying them and the comments given by the scorers will help the teacher avoid purely subjective assessments, or assessments based on the level of language mastery demonstrated by students in a particular geographical area.

E. The Analytically-Scored Instruments

Guided Analytical Evaluation

List of Topics

To inform: I - If you could spend a day with a very popular person, whom would you choose? Explain why.

To arouse feelings: II - Make up a story about:
"The Puppy Who Wanted a Friend for Christmas".

To express feelings: III - Tell about the most exciting thing that has ever happened to you and say how you felt.

Record of Procedure

For all topics, the following samples were obtained under the conditions described below. Teachers wishing to compare their students' work with these samples must create, as far as possible, the exact testing conditions under which the samples were gathered.

Date: April (1981)

Presentation of topic: oral

Time allowed for the task: two 45-minute periods

Preliminary activities: discussion with class of ideas which might be included in the composition: 30 min.

No help given at the time of writing

Minimum length: 50 words

Topic: A popular person

Evaluation: Analytical

Purpose: To inform

A Day with Kenny Rogers

If I could / pass a day / with a very / famous person, I / think I
would / choose Kenny Rogers. / I never met / him, but I' /ve heard
some / of his songs / and seen pictures / of him. He / looks like a /
man who likes / children and I / think he would / like to come / to
5 my house. /

You must be / wondering why I' /d like to meet him. I may as well
tell you: I like country music. I like most of his songs, but I
prefer The Gambler, You Decorated my Life and The Coward of the
County. Most of his songs were influenced by things that happened to
10 him. He got married four times and the fourth time, he said it was to
last. And up to date, it has lasted. I think that's what inspired
him for the song, "You Decorated my Life."

Now that I have told you why I would like to meet him, you must be
wondering what I would do during a day with him. Well, you might
15 think it's stupid, but I'd simply say "Hi!" a bit shyly at first, then
I'd ask: "Could you sing please?" "Sure_" he would answer_and he
would sing. Then, when lunch time would come, I would give him my
best home_cooked meal and for dessert, I would serve him my mother's
delicious cherry cheese cake. (After all, he is famous.)

20 After lunch, I would ask: "Would you teach me the songs "You Decorated
my Life, The Gambler and The Coward of the County please?" "Of
course!" he would reply.

At night, just when he would be getting ready to leave, I would hand him my autograph ___ and ask: "Could I have your autograph please?"

25 "Oh sure!"_Do you have a pen?" he would say. "Yes, here_" I would say as I'd hand him my pen. Then, when he would be gone, I'd pinch myself to see if it was really true. What a wonderful day I would have, if what I just told you was true_

Pupil: A - I - 1.

Comments

Ideas: - for the junior grades, this essay is long and, with few exceptions (such as the paragraph concerning the autograph), the ideas are interesting.

Organization: - almost faultless: a good introduction, coherent development, an acceptable concluding paragraph.

Vocabulary: - not outstanding, but many good points; it is unpretentious yet effective. The major weaknesses: repetition ("You must be wondering"), the confusion between an autograph and an autograph book, the substitution of "things" to "events".

Style: - here again, effective simplicity; direct speech in second half is well handled though, as said above, the contents are sometimes trivial.

Scoring form: Written Compositions

A - I - 1
Pupil Grade Date Marker

(weaknesses)

(strengths)

Criteria:

A) Content (60)

↓ 1- Ideas: -----> Very weak: 0 to 19
() -relevance () Weak : 20 to 26 33
() -variety () Good : 27 to 33 40
() -originality () Very good: 34 to 40

2- Organization: -----> Very weak: 0 to 9
() -plan () Weak : 10 to 13 18
() -introduction & conclusion () Good : 14 to 16 20
() -coherent sequencing of ideas () Very good: 17 to 20
() -paragraph structure ()

B) Language (40)

3- Vocabulary: -----> Very weak: 0 to 4
() -precision () Weak : 5 or 6 7
() -accuracy () Good : 7 or 8 10
() -breadth () Very good: 9 or 10

4- Style: -----> Very weak: 0 to 4
() -variety of sentence () Weak : 5 or 6 8
structure () Good : 7 or 8 10
() -appropriateness () Very good: 9 or 10

Sub-total: 66
80

5- Grammar:
() -sentence structure ()
() -agreements: gender, M { additive:
number, person () E no. of errorless segments = 20
() -agreements: tense () T (max.: 20)
() -spelling and usage () H
() -punctuation () O { subtractive:
D 20 - no. of errors = 12
(min.: 0)

TOTAL: 78 % 86 %
(sub.) (add.)

Topic: A popular person Evaluation: Analytical Purpose: To inform

The Person I Want To Be when I Grow Up

I would like / to spend the / day with Karen / Kain. Because
she / is a famous / ballerina who went / through The National /
Ballet School of / Canada and then / through the company. / I was
excepted / into the school / so I would / like to ask / her some
5 questions / and she could / teach me dancing / for the day. / She
has beautiful / feeling to the / music so I enjoy watching her.
Karen Kain is very pretty _ she has long brown hair, brown eyes and
she isn't very tall but she's slim. Although I don't think she
would have time to spend the day with me. Though I have walked by
10 her in Toronto when I visited my sister at the school. I will be
going to the school soon. You have to have a good body and Karen
Kain does so I would like to have the honour _ spending the day with
her.

Pupil: A - I - 2.

Comments

- Ideas: - good subject matter and obvious interest on the part of the writer.
- Organization: - paragraph not carefully structured;
- heterogeneous elements in second half;
- run-on sentences;
- incompetent use of connectors, excessive use of "so".
- Style: - some effort to introduce a variety of sentence structure;
- word flow generally natural and smooth.

Scoring form: Written Compositions

A - I - 2 Pupil _____ Grade _____ Date / / Marker _____

(weaknesses)

(strengths)

Criteria:

A) Content (60)

↓ 1- Ideas: -----> Very weak: 0 to 19
() -relevance () Weak : 20 to 26
() -variety () Good : 27 to 33
() -originality () Very good: 34 to 40

27
40

2- Organization: -----> Very weak: 0 to 9
() -plan () Weak : 10 to 13
() -introduction & conclusion () Good : 14 to 16
() -coherent sequencing of ideas () Very good: 17 to 20
() -paragraph structure ()

14
20

B) Language (40)

3- Vocabulary: -----> Very weak: 0 to 4
() -precision () Weak : 5 or 6
() -accuracy () Good : 7 or 8
() -breadth () Very good: 9 or 10

6
10

4- Style: -----> Very weak: 0 to 4
() -variety of sentence () Weak : 5 or 6
structure () Good : 7 or 8
() -appropriateness () Very good: 9 or 10

6
10

Sub-total: 53
80

5- Grammar:

() -sentence structure
() -agreements: gender,
number, person
() -agreements: tense
() -spelling and usage
() -punctuation

() M { additive:
() E no. of errorless segments = 16
() T (max.: 20)
() H { subtractive:
() O 20 - no. of errors = 12
() D (min.: 0)

TOTAL: 65 % 69 %
(sub.) (add.)

Topic: A popular person Evaluation: Analytical Purpose: To inform

The Famous truck driver

I'd wish / to spend at / least a day / with Billie Joe / Muckay
(B.J. MUCKAY). / I like im / verry mutch because / e play's good /
is role. Is / personality on that / programe is verry /
good, and e / as the talent / of truck driving. / I dont / no about
5 that / wish of spending / a day with / im but when / I get older / I
wish to be a truck diver like im.

Pupil: A - I - 3.

Comments

- Ideas: - reasons for choice vague; conclusion seems to contradict introduction.
- Organization: - the pupil follows a recognizable plan.
- Grammar: - poor language development;
 - some incorrect word usage and order ("he plays good his role").
- Style: - none.

Scoring form: Written Compositions

A-I-3 Pupil _____ Grade _____ / / Date _____ Marker _____

(weaknesses)

(strengths)

Criteria:

A) Content (60)

1- Ideas: ----->

() -relevance

() -variety

() -originality

()

()

()

Very weak: 0 to 19

Weak : 20 to 26

Good : 27 to 33

Very good: 34 to 40

10

40

2- Organization: ----->

() -plan

() -introduction & conclusion

() -coherent sequencing of ideas

() -paragraph structure

()

()

()

()

Very weak: 0 to 9

Weak : 10 to 13

Good : 14 to 16

Very good: 17 to 20

8

20

B) Language (40)

3- Vocabulary: ----->

() -precision

() -accuracy

() -breadth

()

()

()

Very weak: 0 to 4

Weak : 5 or 6

Good : 7 or 8

Very good: 9 or 10

6

10

4- Style: ----->

() -variety of sentence structure

() -appropriateness

()

()

()

Very weak: 0 to 4

Weak : 5 or 6

Good : 7 or 8

Very good: 9 or 10

6

10

Sub-total:

30

80

5- Grammar:

() -sentence structure

() -agreements: gender, number, person

() -agreements: tense

() -spelling and usage

() -punctuation

()

()

()

()

()

()

()

()

additive:

no. of errorless segments = 11
(max.: 20)

subtractive:

20 - no. of errors = 6
(min.: 0)

TOTAL:

36 %
(sub.)

41 %
(add.)

Topic: The puppy Evaluation: Analytical Purpose: To arouse feelings

The puppy who wanted a friend for Christmas

Not too long / ago in a / little pet store / around the corner /
the manger was / selling pets for / Christmas. In that / store
there was / a particular little / puppy, that's / me. I was /
particular because I / wanted a friend / for Christmas not / just an
5 ordinary / person but someone / who would be / like a "pal". /
"Boy, all my / friends are being / bought and not one boy OR girl
will even look at me, I wish I knew why". "Well" said the french
poodle in the corner "you don't expect them to buy you if you just
sit there staring at them, do you?" "Maybe you're right" "I'll try
10 to get some action into it." As a little girl was looking at one of
the puppies I started barking, "pick me! pick me!" but it didn't
work. "Hmm, maybe I'll try doing some tricks". I rolled over,
jumped up and down, I played dead and I even tried walking on my
hind legs for a dog biscuit but that didn't work either. I even
15 started scratching on the window that got the manager pretty mad.
It was getting close to Christmas and I was getting so tired I fell
right to sleep. When I woke up I wasn't in the pet store any more.
I was on a nice confortable cushion near a warm fire. The I saw a
little boy walking up to me. The small child called me and said
20 "come here "Pal" come on". I had found a friend for Christmas.

The End

Pupil: A - II - 1.

Comments

- Ideas: - shows imagination and creativity.
- Organization: - no paragraphs;
- good attempt at dialogue;
- good conclusion.
- Grammar: - punctuation is the only real problem.
- Vocabulary: - satisfactory.
- Style: - appropriate: lively, variety of sentence length and structure.

Scoring form: Written Compositions

A - II - I

Pupil

Grade

/ /
Date

Marker

(weaknesses)

(strengths)

Criteria:

A) Content (60)

1- Ideas: -----> Very weak: 0 to 19

() -relevance () Weak : 20 to 26

() -variety () Good : 27 to 33

() -originality () Very good: 34 to 40

36
40

2- Organization: -----> Very weak: 0 to 9

() -plan () Weak : 10 to 13

() -introduction & conclusion () Good : 14 to 16

() -coherent sequencing of ideas () Very good: 17 to 20

() -paragraph structure ()

17
20

B) Language (40)

3- Vocabulary: -----> Very weak: 0 to 4

() -precision () Weak : 5 or 6

() -accuracy () Good : 7 or 8

() -breadth () Very good: 9 or 10

8
10

4- Style: -----> Very weak: 0 to 4

() -variety of sentence () Weak : 5 or 6

structure () Good : 7 or 8

() -appropriateness () Very good: 9 or 10

7
10

Sub-total: 68
80

5- Grammar:

() -sentence structure

() -agreements: gender,
number, person

() -agreements: tense

() -spelling and usage

() -punctuation

()

M

E

T

H

O

D

additive:

no. of errorless segments = 15
(max.: 20)

subtractive:

20 - no. of errors = 3
(min.: 0)

TOTAL:

71 % 83 %
(sub.) (add.)

Topic: The puppy Evaluation: Analytical Purpose: To arouse feelings

The puppy who wented a home for Christmas

It was Christmas / time and I / was very lonely / in the Pet /
Shop. I was / a black and / grey puppy. Sudenly / somebody came
by. / He did not / look at me. / So I starded / to skrack the /
window. Den somewon / looked at me. / He opened the / cage and
5 said_ / _You would be / a nice present / for Lynne._ The / next
morning it / was Christmas and I hoped that sombody__ come and get
me. The same person that was here Yesterday came and get me to
bring me at is house. There was a nice little girl that was waiting
at the door. That was the best day of my life and I was the hapies
10 puppy in the world.

Pupil: A - II - 2.

Comments

- Ideas: - little originality; narrative mode not yet mastered.
- Organization: - the first two sentences should be inverted;
- sequencing is weak.
- Grammar: - problems with connectors, auxiliaries, capitals and
punctuation;
- spelling weak.
- Style: - sentences chopped up at beginning.

Scoring form: Written Compositions

A - II - 2

Pupil

Grade

/ /
Date

Marker

(weaknesses)

(strengths)

Criteria:

A) Content (60)

1- Ideas:

() -relevance

() -variety

() -originality

2- Organization:

() -plan

() -introduction & conclusion

() -coherent sequencing of ideas

() -paragraph structure

B) Language (40)

3- Vocabulary:

() -precision

() -accuracy

() -breadth

4- Style:

() -variety of sentence

structure

() -appropriateness

5- Grammar:

() -sentence structure

() -agreements: gender,
number, person

() -agreements: tense

() -spelling and usage

() -punctuation

() M { additive:
no. of errorless segments = 13
(max.: 20)
() E
() T
() H
() O { subtractive:
20 - no. of errors = 2
(min.: 0)
() D

TOTAL:

55 % 66 %
(sub.) (add.)

Topic: The puppy Evaluation: Analytical Purpose: To arouse feelings

"The Poppy who wanted a friend for Chistmas"

Tere was a / dog in a / pet shop at / Christmas_ there wer_ / mans and
they / wer_ passing olong / the cages and / louckt at me / and dont /
stop and goes / to another cage / and after another / man pase and /
louck at you / and sed _ I / _ come back later__ / so the man / past trou
5 and / the dog was / so soprise date / the dog stort to cri _ later the
man past trou agen and pictop the dog and _ the dog at _is plase_ date
day it was Christmas and the dog was sow glad that the dog gompt old over
the plase_

Pupil: A - II - 3.

Comments

- Ideas: - little originality manifested.
- Organization: - formless recital of events.
- Grammar: - very inaccurate phonetic spelling;
- punctuation totally absent.
- Vocabulary: - poor;
- repetitions: "look at me", "past trou".
- Style: - poor command of the language.

Scoring form: Written Compositions

A - II - 3

Pupil

Grade

/ /
Date

Marker

(weaknesses)

(strengths)

Criteria:

A) Content (60)

1- Ideas:

() -relevance

() -variety

() -originality

()

()

()

Very weak: 0 to 19

Weak : 20 to 26

Good : 27 to 33

Very good: 34 to 40

10
40

2- Organization:

() -plan

() -introduction & conclusion

() -coherent sequencing of ideas

() -paragraph structure

()

()

()

()

Very weak: 0 to 9

Weak : 10 to 13

Good : 14 to 16

Very good: 17 to 20

7
20

B) Language (40)

3- Vocabulary:

() -precision

() -accuracy

() -breadth

()

()

()

Very weak: 0 to 4

Weak : 5 or 6

Good : 7 or 8

Very good: 9 or 10

3
10

4- Style:

() -variety of sentence
structure

() -appropriateness

()

()

Very weak: 0 to 4

Weak : 5 or 6

Good : 7 or 8

Very good: 9 or 10

2
10

Sub-total:

22
80

5- Grammar:

() -sentence structure

() -agreements: gender,
number, person

() -agreements: tense

() -spelling and usage

() -punctuation

()

()

()

()

()

()

()

M { additive:
no. of errorless segments = 13
(max.: 20)
E {
T {
H {
O { subtractive:
20 - no. of errors = 0
(min.: 0)
D {

TOTAL:

22 % 35 %
(sub.) (add.)

Topic: An exciting thing Evaluation: Analytical Purpose: To express feelings

My Baby Brother

This was it, / the time we / had all been / waiting for, my /
mother was finally / going to have / another baby. Father / woke me
up / and said_ "Me / and mother are / going to the / hospital". I
asked_ / "Why"? Mother replied_ / "The little boy / or girl wants /_
5 out". I cried / with joy. "I /'ll call you / when it's / over"
dad said. / I thought, wow I'm finally going to have a baby
brother or sister. __On that bright sunny morning of September, I
recieved a call, __it was my dad. He was at the hospital. He said_
"you've got yourself a baby brother". Exitedly I said_ "Does he
10 have ten fingers and ten toes". Father replied_ "Yes". I also asked_
"When was he born and how much does he weigh". He was born at seven
o'clock, almost in the bread truck while driving to the hospital_
and weighs five pounds_ eight and a half ounces". After we hung up,
I called Rachel and told her all about it. Oh yes, my dad also said
15 that it happened so fast that the nurses delivered the baby. I felt
so happy that everything was over and the baby was safe. At school
I ran into mrs O'Donnel_'s office and told her and I tried to keep
it a secret until I got into the class but in vain! When I got home
that night I thought to myself_ I'm very happy to have a brother but
20 would like to stick to just one. Also I would like to thank God for
his little miracle, that will bring a great amount of love and
happiness into our hearts._

Pupil: A - III - 1.

Comments

Ideas:

- seems to be genuine excitement and pleasure expressed;
- writer comfortable with subject matter;
- a few weaknesses: who is Rachel?

Organization:

- general sequencing good.

Grammar:

- good use of connectors; spelling good;
- punctuation and capitalization weak.

Style:

- good use of colloquial style and expressions;
- variety of sentence structures.

Topic: An exciting thing Evaluation: Analytical Purpose: To express feelings

The West Ferris Ringette Playoffs

This has been / my first year / in Ringette and / we have a /
chance at the / finals_ I never / thought our team / would be this /
good. At the / arena_ wednesday_ we / had our first / game. Though
we / were defeated _ we / played extremely well. / Our second game /
5 would be our / last chance. This / time we won, / five to four. /
We have to / play a tiebreaker game now because the other team won
a game earlier. We all know we can win and are very anxious. Even
if we don't win this game we'll have the satisfaction of having
tried. This has been a wonderful experience and I hope my teamates
10 and I will have a chance at the finals next year.

Pupil: A - III - 2.

Comments

Ideas: -has responded well to the task.

Organization: -sequencing acceptable.

Grammar: -punctuation is major weakness; tenses mixed up.

Vocabulary: -some connectors not well used.

Style: -appropriate to topic.

Scoring form: Written Compositions

A - III - 2

Pupil

Grade

/ /
Date

Marker

(weaknesses)

(strengths)

Criteria:

A) Content (60)

1- Ideas:

() -relevance

() -variety

() -originality

()

()

()

Very weak: 0 to 19

Weak : 20 to 26

Good : 27 to 33

Very good: 34 to 40

30

40

2- Organization:

() -plan

() -introduction & conclusion

() -coherent sequencing of ideas

() -paragraph structure

()

()

()

()

Very weak: 0 to 9

Weak : 10 to 13

Good : 14 to 16

Very good: 17 to 20

15

20

B) Language (40)

3- Vocabulary:

() -precision

() -accuracy

() -breadth

()

()

()

Very weak: 0 to 4

Weak : 5 or 6

Good : 7 or 8

Very good: 9 or 10

7

10

4- Style:

() -variety of sentence

structure

() -appropriateness

()

()

Very weak: 0 to 4

Weak : 5 or 6

Good : 7 or 8

Very good: 9 or 10

8

10

Sub-total:

60

80

5- Grammar:

() -sentence structure

() -agreements: gender,
number, person

() -agreements: tense

() -spelling and usage

() -punctuation

()

()

()

()

()

()

()

M { additive:
no. of errorless segments = 17
(max.: 20)
E {
T {
H {
O { subtractive:
20 - no. of errors = 14
(min.: 0)
D {

TOTAL:

74 %
(sub.)

77 %
(add.)

Topic: An exciting thing Evaluation: Analytical Purpose: To express feelings

Bike riding

It happened last / summer when my / dad, my cousins, / my uncles and/
me were going / bike riding. We / were going to / the dam. On /
the way to / the dam, we / went threw the / bushes, and that' /s
when my / father got slapped / in the face. / We were going /
5 faster on are / bicycles and my / pants got caught / in the chain. /
I fell off my bicycle but I was alright. Then we finally arrived at
the dam. We had a lunch. And later we were off to go home. We
arrived home. But was I tired, so I went to bed, and what a relief
that was, that _ I said home sweet home._

Pupil: A - III - 3.

Comments

- Ideas: - ideas are expressed but not developed;
 - no feelings of excitement ever present.
- Organization: - simple enumeration of events: no build-up or climax.
- Grammar: - a few problems with punctuation and spelling.
- Style: - sentences short, choppy and lacking in variety.

Scoring form: Written Compositions

A - III - 3

Pupil

Grade

/ /
Date

Marker

(weaknesses)

(strengths)

Criteria:

A) Content (60)

1- Ideas:

() -relevance

() -variety

() -originality

()

()

()

Very weak: 0 to 19

Weak : 20 to 26

Good : 27 to 33

Very good: 34 to 40

16
40

2- Organization:

() -plan

() -introduction & conclusion

() -coherent sequencing of ideas

() -paragraph structure

()

()

()

()

Very weak: 0 to 9

Weak : 10 to 13

Good : 14 to 16

Very good: 17 to 20

8
20

B) Language (40)

3- Vocabulary:

() -precision

() -accuracy

() -breadth

()

()

()

Very weak: 0 to 4

Weak : 5 or 6

Good : 7 or 8

Very good: 9 or 10

7
10

4- Style:

() -variety of sentence
structure

() -appropriateness

()

()

()

Very weak: 0 to 4

Weak : 5 or 6

Good : 7 or 8

Very good: 9 or 10

6
10

Sub-total:

37
80

5- Grammar:

() -sentence structure

() -agreements: gender,
number, person

() -agreements: tense

() -spelling and usage

() -punctuation

()

()

()

()

()

()

()

M { additive:
no. of errorless segments = 17
(max.: 20)
E {
T {
H {
O { subtractive:
20 - no. of errors = 12
(min.: 0)
D {

TOTAL:

49 % 54 %
(sub.) (add.)

Topic: An exciting thing Evaluation: Analytical Purpose: To express feelings

The lives of my dogs

I hade about / six dogs at / my place cence / i am born. /

But thay all / dyed of sickness. /

A lote of / dogs dyed because / of that.

Thay / were nice dogs / i had two / Germand Chepard one / coly and

5 more / dogs.

I feel / very sad about / all of this / wen i realized / it wase
happening. /

I just couden / t understande, all / of it.

I woud like if thay d'be living with me now.

10 I have an oter dog but this one will live.

Pupil: A - III - 4.

Comments

Ideas: - confused and off topic.

Organization: - little or no organization.

Grammar: - weaknesses in all basic grammatical skills needed at the level.

Vocabulary: - poor;
- weak spelling, phonetic at best.

Style: - poor language development;
- non-existent.

Pupil

11

Marker

(strengths)

A) Content (60)

()-relevance

()-variety

()-originality

2- Organization:

()-plan

()-introduction & conclusion

()-coherent sequencing of ideas

()-paragraph structure

B) Language (40)

3- Vocabulary:

()-precision

()-accuracy

()-breadth

4- Style:

()-variety of sentence structure

()-appropriateness

5- Grammar:

()-sentence structure

()-agreements: gender,
number, person

()-agreements: tense

()-spelling and usage

()-punctuation

METHOD {

- additive:
no. of errorless segments = 6
(max.: 20)
- subtractive:
20 — no. of errors = 1
(min.: 0)

27 %
(sub.)

32 %
(add.)

III. Collective Holistic Marking

A. Description of the Procedure

This method of assessment is also referred to as "rapid impression scoring". To enlarge upon the very brief description found in an earlier section of this kit, one can say that the method rests upon a basic observation:

- generally, the various aspects of writing are closely correlated; good scripts are good in all areas, weak ones are weak in all areas;

and two beliefs:

- what is important to evaluate is the overall quality of a piece of writing; the assessment should therefore be based on the general impression created on the scorer;
- this general impression should take into account the writer's objective; for example, a piece of writing which is meant to inform should not have the same characteristics as another which is meant to move, or to incite.

Holistic scoring has the following distinguishing features. As a rule, the marker reads each script only once, rapidly and with but one question in mind: how well does this script reach its objective? and searches for positive characteristics, rather than weaknesses and deficiencies. The assessment of a script takes the form of placing it in one of the proposed categories: "very good" or "weak", for instance.

However, just as in analytic marking, the subjectivity of the scorer may affect the overall assessment; hence the collective character of holistic scoring. Two or more scorers will independently assess each script; if their scores are not identical, and the categories are represented by numbers, an average is computed; if they are expressed in words, the script is read by other scorers until a majority view clearly emerges.

B. Advantages and Disadvantages

Proponents of this assessment technique stress the following advantages:

1. the assessment is more valid because it is concerned with the essential question: does the writer reach the objective?
2. the pooled judgement of several scorers is more reliable than that of a single scorer;
3. the method saves time, even though each script is read more than once; marking 60 scripts holistically, for instance, requires less time than marking 30 analytically. Given practice, many scorers can achieve a rate of one composition (250 - 300 words) a minute.

Some disadvantages have been noted:

1. by definition, this method does not allow the teacher to draw the students' attention to specific weaknesses or strengths in their writing;

2. the method is not recommended in situations where the scorer knows in advance the writers to be evaluated, and can recognize their scripts even if handed in anonymously; the danger of being influenced by previous assessments of competence is great. This would be the case, for example, where teachers would be able to recognize their own pupils' writing, even though anonymous.

C. How to Organize the Work

Imagine a school with two or more classes at a given grade level; suppose also that the teachers in those classes are willing to work together. If this is the case, proceed as follows:

1. one of the composition topics presented on the following pages is chosen and assigned to all students in the cooperating classes; all teachers present the topic in the same way, give the same amount of help, allow the same time for completing the task, and ask students to write their names on the back of the scripts;
2. the collected scripts are mixed up and numbered; all scorers then read the same randomly chosen scripts (approximately 20% of the total) in order to see the range of writing performance at the grade level; then, each reader scores all of the scripts, keeping in mind the following instructions:
 - a) read all of the scripts only once, and place them in one of the agreed number of piles according to how well they achieve the objective: to inform, to amuse, to move, to convince, to persuade, etc.; the number of scripts need not be the same, even approximately, at the end of the process;

- b) do not make any marks on the scripts; grammatical errors, weaknesses in style, etc., are not underlined or circled; the assessments given are not written on the scripts themselves, but on a list along with the script numbers;
3. the assessments of the various scorers are averaged, if represented by numbers (on the 1-10 scale mentioned, for instance); if they are expressed in words and are in agreement, there is no problem; if not in agreement, other readers are consulted until a clear majority emerges (two out of three, three out of four).

D. How to Use the Samples

The following pages include:

- 1. the list of composition topics for which holistic scoring was used;
- 2. a description of the conditions under which the included scripts were prepared;
- 3. the samples, apart from being typed, are reproduced exactly as handed in by the students; errors have not been underlined (with holistic scoring, it is the overall quality which counts); the assessment (very good, good, weak, very weak) given to each, and the comments supporting the assessment, are clearly set out.

To a great extent, the remarks made earlier concerning the use of the analytically-scored scripts apply equally well to the use of the samples found on the following pages. The one major difference is that here, no scoring form is required since numerical marks are not awarded. The reader is reminded of the *raison d'être* of these samples; it is hoped that teachers who study them carefully will be helped in making assessments of their students' writing which are more reliable and less influenced by local and personal standards.

E. The Holistically-Scored Instruments

Collective Holistic Evaluation

List of Topics

To inform: I - Suppose you could be changed into any animal, what animal would you choose to be? Explain the reasons for your choice.

To arouse feelings: II - Make up a story that starts with the words: "Help, I'm caught..."

Record of Procedure

For all topics, the following samples were obtained under the conditions described below. Teachers wishing to compare their students' work with these samples must create, as far as possible, the exact testing conditions under which the samples were gathered.

Date: May (1981)

Presentation of topic: orally, and on blackboard

Time allowed for the task: 30 min. for writing;
15 min. to produce clean copy

Preliminary activities: discussion with class of ideas which might be included in the composition: 30 min.

No help given at the time of writing

Minimum length: 50 words

Grade level: 6

Evaluation: Holistic

Purpose: To inform

Topic: An animal I would like to be

Assessment: Very good

"An Imaginary Wish"

If I could be changed into any animal I desire, a dog would probably be my choice. Why? I would like to have the form of a dog because, first of all, dogs lead a pretty interesting life. Dogs have many roles to perform for humanity. For example, dogs can be trained
5 to do things at your command. Many blind people use dogs as guides. Hunters often employ dogs to bring back or find their prey after they have shot it. Police train dogs to perform certain duties, such as tracking down convicts because of their marvelous scent. But dogs don't only perform tasks for men. A great number of families own dogs
10 for household pets. Yet still, many dogs roam about, with no place to go, alone. Don't you agree with me a dog would be an interesting animal to be!

Comments

In the opening sentence, the writer immediately tells us of his choice and engages our curiosity by the question "Why?"

She succeeds in telling us about dogs and lists her reasons for justifying her choice.

She has a clear style which is easy to follow. There is variety in the sentence structure. She is able to punctuate well. Her vocabulary is about average, and the same applies to spelling. However, there are some problems: repetition of the word "dog", and a fairly weak conclusion.

Overall, it is a very good composition which fulfills the requirements of the task.

Grade level: 6 Evaluation: Holistic Purpose: To inform

Topic: An animal I would like to be Assessment: Good

The Otter

I have chosen this animal because he is probably the most facinating animal from my point of view. Though he may spend three quarters of his life in the water he is still an animal not a fish. The Otter was once one of the will in the north of Canada, but because
5 of trappers it is now in grave danger. This animal is a very good swimmer and is able to hold his breath for a good five to ten if he has to. He is a warm blooded animal he is able to catch fish in any condition rainny or sunny weather. He hunts by day and if forced to, will combat any animal; bigger or smaller than is size. His clen is
10 usually under water in a carve or a hole in a small boat. The Otter is probably the most intreaging animal and I would choose him over any other animal in the hole wide world.

Comments

In this paragraph, the student clearly explains why he has chosen his animal. This is a student who reads a lot, and is able to express his knowledge clearly, in a simple and logical way. The ideas flow rather well. His vocabulary is appropriate; however, some spelling mistakes mar sentence meaning: "will" for "wild", "is" for "his", etc. There is also repetition of the word "animal".

A good way of ending. In general, the student has succeeded in informing the reader.

Grade level: 6

Evaluation: Holistic

Purpose: To inform

Topic: An animal I would like to be

Assessment: Weak

An Animal I'd Like to be

I've decided I'd like to be a bird because of its lovely manners. I could sing beautiful songs all day, build a cozy little nest and fly around overlooking the world. But I must tell you I wouldn't live in a cage, I would live in Jamaica. I would be a canary
5 with magnificent yellow feathers. I'd also have no trouble getting my food in winter, for it is not very at that time of year in Jamaica. The jungle I'd live in, would be mostly friendly, with hardly any roaming around, setting traps on my fellow friends. My best friend would be a huge parrot called "Amazon". Lets not forget to mention
10 that my name would be "Charlette". But even though life sounds so calm where I'd like to be. I still would have some enemies. A gigantic serpent called "Boey the terror and the tiger "Leonard". He could really be ferocious. I think I forgot to tell you about Coconuthead. He really is quite silly. Even once he tried
15 water-skiing on giant coconut shells. That Chimp! If only I were a bird what an adventurous life I would have!

Comments

Overall, the spelling is rather good. However, the student has not answered the topic. The style is a little unusual, and the sentences lack variety. The paragraphs lack continuity. The student seems to have many ideas but they do not relate to the subject matter. There is little logic in this story - just a number of unconnected details. The student has not yet learned how to develop a topic.

The student has not attained his goal.

Grade level: 6 Evaluation: Holistic Purpose: To inform
Topic: An animal I would like to be Assessment: Very weak

Binne a Kitten

Me, I wont to be a nice litle possy cat. Why? Becose they are
rely soft, and kiut. Went a kitten see a mouse, he can go in his
home, he is so small! We can play, sleep and do lots other things!
And, a poussy is not taking to much place in the house. May by some
5 time its not rely funy binne a kitten; its not funny with kids or
babys. Or went we are not good in the house were we're living. But
some time we're very happy! That is why I like to be a cat.

Comments

Because the student does not understand sentence or paragraph structure, and because his vocabulary and spelling are very poor, it is almost impossible to sort out his ideas. He is experiencing very great difficulty in expressing himself in writing.

Grade level: 6

Evaluation: Holistic

Purpose: To arouse feelings

Topic: "Help I'm caught"

Assessment: Very good

A Terrifying Experience

"Help, I'm caught..."! Desperately I called out one last time, but my cries were in vain. Would they ever find me? Would I ever see my family, my friends or the ones I love again? All seemed hopeless as I sat there, waiting in agony. I felt a lump in my throat, my eyes
5 swelled and hot, bitter tears rolled down my cheeks. Smoke was entering my bedroom from under the door, and the flames from the fire were making the air warmer. I knew if I was not found soon, it would be too late. With one last attempt to save myself, it happened! I started to choke and I was inhaling smoke. And then I blacked out.
10 When I awoke, I was in a hospital bed, severely burnt. But I knew I was safe and would be all right. I was going to live and what a wonderful feeling it was!

Comments

The contents of this story is substantial. The student is able to develop a sense of drama. Through rich vocabulary and good expression, she has succeeded in capturing the reader's interest. Through a vivid style and sentence structure, she makes us live the experience.

The students shows good imagination and knows how to convey feelings.

Grade level: 6 Evaluation: Holistic Purpose: To arouse feelings
Topic: "Help I'm caught" Assessment: Good

The Incredible Terafying Experience

"Help I'm caught on a 10 foot latter" said the little ant. There was a giant sise beetle trying to catch me. Oh! My God. He actually caught up with me he's going to tear me appart I'll jump no I cant if I don't jump or if I do I'll die anyway. I'll fight like a brave
5 little ant. Here he comes. I cant back down now hes way to close come an and fight you low down stinking beetle you come on Bang Boum to you to you to you low down durty ugly beetle pick on your own sise you 'you' creep you!!! get lost!!! all rite man is it true yes it is they come to my rescue yah hoo!!! Charge Oh god! no no no it cant be
10 true. They are really going to save one ant Oh god The army ants.

Comments

This essay would have been rated "very good" had not the extremely sketchy punctuation and some glaring spelling errors made it difficult to appreciate its merits on first reading. Once that difficulty has been surmounted one is struck by the natural mode of expression, by the choice of a style and vocabulary entirely appropriate to the register, by the skillful use of direct speech; in a word, by the fact that the author has attained his/her purpose of creating an exciting story.

Grade level: 6 Evaluation: Holistic Purpose: To arouse feelings
Topic: "Help I'm caught" Assessment: Weak

A terrifying Day

"Help, Im caught, pierced the stilnes of the night at the top of the CN tower". Security guards were called imediately to serch for "Tom Walker". This young boy was found missing from the CN tower dining room. After a long and rough search he was founed dangelind out-side of the scenic veuiw room. Tom had deliberately cut the wires restricting him to fall. Pulling him up has the security guard whisperd in his ear you'll be all right, as his parents rushed to see him.

Comments

The student has shown good imagination but has not succeeded in expressing his ideas clearly and logically.

The spelling mars the story. The student seems to have a good vocabulary but the action is described too briefly for the reader to be able to appreciate it.

The student has not yet sufficiently developed linguistic structures. He has not succeeded in responding adequately to the topic.

Grade level: 6 Evaluation: Holistic

Purpose: To arouse feelings

Topic: "Help I'm caught"

Assessment: Very weak

The trouble Experience

"Help I'm caught" At that time David and Yvan were robing Nothway Meath Fabracaters. David and Yvan were frithened it was their first robore. Their were at leaset fifty policemen All we wanted was some steel to build our go-cart. The police wer asking more and more
5 question We were speacheless. And aspeshely frieghened. They asked how old we were we said nine but we were eleven. Yvan started to get disy an David started geting sick, from the smoke from their sagars. After a wille we colapsed. They loucked up our fials and cald our parents. Our parents were woressore then the police men. Our
10 fathers payed fore the steel. We finaly finished it and we wone the race. But we sold it for a hundre dollors and nomore go-carts.

Comments

This essay creates more confusion than emotion in the reader's mind: the absence of a real plan, and some very obscure statements keep the reader busy trying to figure what happened to whom; under those circumstances, who could find this story exciting?

One has the feeling that most of the ideas come directly from some television program.

The origin of the grammar and spelling is better left unplumbed.

SPEAKING



**The R. W. B. Jackson
Library
OISE**

Table of Contents: SPEAKING

INTRODUCTION

	Pages (SPK-)
I. Foreword	1
II. Pedagogical Objectives for Speaking	2
III. Some Practical Considerations	6
IV. Rationale for Bilingual Instructions	8

Section One SITUATIONS

I. Foreword	11
II. Procedures for Student Testing	13
III. Scoring the Responses	15
IV. Using the Samples Provided	20
V. The Instruments	21

Section Two ILLUSTRATIONS

I. Foreword	29
II. Procedures for Student Testing	30
III. Scoring the Responses	33
IV. Using the Samples Provided	37
V. The Instruments	41

Section Three COMPOSITIONS

I. Foreword	57
II. Procedures for Student Testing	58
III. Scoring the Compositions	61
IV. Using the Samples Provided	66
V. The Instruments	67

INTRODUCTION

I. Foreword

Three different approaches to the testing of speaking are presented in these pages. Very briefly described (further details are provided later) these approaches will lead the students, either to respond spontaneously to everyday situations which have been described to them (Situations), or to describe illustrations drawn especially for this Pool (Illustrations), or to deliver in front of the class a brief oral composition, prepared in advance, on an assigned topic (Compositions).

Each of these approaches is comprised of the following elements:

1. stimuli - in two of the tests, they are verbal; in the other, they take the form of illustrations to be described;
2. a method of assessment - it is represented by a scoring form appropriate to the performance being assessed;
3. samples - authentic oral performances collected in Ontario schools, scored and commented upon by Ontario teachers; they are intended to help teachers adopt common standards for the assessment of speaking skills.

This material is accompanied by a) an introduction, mainly devoted to a statement of the reasons why these types of instruments were selected; b) suggestions as to how they are intended to be used.

II. Pedagogical Objectives for Speaking

At the time of this writing, there exists no official Ministry of Education document listing the objectives to be achieved in the teaching of Anglais. Yet, for the purposes of planning and writing the instruments to be made available through this Pool, such a list constitutes a sine qua non. One was developed as part of the B.I.M.O. project; it has been designated "the B.I.M.O. Classification of Objectives" and will be found on pages SPK - 4 and SPK - 5. (The reader may wish to note the points of similarity between the four classifications of objectives developed, for B.I.M.O. purposes, for the basic language skills.)

It should be noted that this collection of instruments contains none of a discrete nature, that is, that would test the acquisition of specific knowledge or skills; the reasons are the following:

- (a) in part, such instruments would simply duplicate others which are found in the Writing section;
- (b) in part, it has not been possible to produce valid and reliable instruments applicable to oral communication;
- (c) it seemed far more important to produce instruments which test whether or not a student is able to communicate effectively: this is the important objective to be mastered, rather than the acquisition of unorganized knowledge and skills of which little use might be made in oral communication if they remain unorganized.

The instruments found in the following pages are therefore of the integrative type: they enable the user to determine the extent to which students are able to focus on a communication objective the innumerable elements of linguistic knowledge they have acquired.

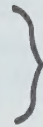
The type of instrument particularly suitable for each objective has been indicated in the classification. For example, the teacher who wishes to assess the extent of a student's oral vocabulary might use the instruments referred to as "Illustrations" (represented by the abbreviation ILL); for some other objective, the instruments to be used would be "Situations" (SIT), or "Compositions" (COM).

B.I.M.O. Classification of Objectives

		Type of Instrument
The student ...		
2.	learns to express ideas, opinions and feelings orally with confidence and clarity.	
2.1	improves the form of oral expression.	
2.1.1	uses an expanding vocabulary.	ILL, COM
2.1.2	builds effective sentences demonstrating a knowledge of sentence elements and their relationships:	
2.1.2.1	correctly arranges the basic elements of sentences;	COM
2.1.2.2	correctly structures simple and complex sentences in various oral situations;	COM
2.1.2.3	correctly structures declarative, interrogative, exclamative and imperative sentences;	COM, SIT
2.1.2.4	applies relevant grammatical rules.	COM, SIT
2.1.3	organizes and adapts oral statements:	
2.1.3.1	makes the chronological, spatial or logical pattern of the statement perceptible;	COM
2.1.3.2	adopts the register (formal, informal) which is appropriate to the situation and the intention;	SIT, COM
2.1.3.3	devises and follows an acceptable plan, or follows a proposed one;	COM
2.1.3.4	guides the listener by announcing the plan and by making use of transitions.	COM
2.2	through oral expression, manifests creativity and the ability to learn through living and through reading:	
2.2.1	on request, produces short communications in various "genres": - description - narration	COM, ILL
2.2.2	on request, produces short communications with a specific purpose in mind: - to inform - to incite - to create feelings - to express feelings - etc.	COM, SIT, ILL

2.3 develops appropriate delivery:

- 2.3.1 pronounces sounds correctly;
- 2.3.2 enunciates clearly and distinctly;
- 2.3.3 adopts a rhythm and volume appropriate to the situation and the intention.



COM, ILL,
SIT

III. Some Practical Considerations

Is the teaching of speaking skills a vicious circle from which it is impossible to escape? At first sight, it would seem to be so. It would appear that few teachers have been trained in those observation or measurement techniques which are applicable in this area. Now teachers, like most human beings, are little inclined to engage in activities the impact of which cannot be ascertained; they will therefore tend to make little room, if any, for speaking skills in their curricula and lesson plans. That being the case, they will not feel the need to acquire the techniques mentioned above; it is thus that the circle encloses and imprisons the teachers.

For their part, students easily distinguish between what teachers say about the importance of good oral expression, and what they do about it. What weight should be attached to something which occupies little or no time in the daily schedule and, more important, "does not count on the report card"?

It would seem that the only way to break out of this vicious circle would be to include and carry out certain activities in one's daily planning: systematic instruction in the art of oral expression, provision of a variety of experiences where students may express themselves, and assessment of this verbal behaviour.

These three types of activities can be carried out in many ways; assessment, in particular, can be more or less systematic and detailed. It would be contrary to the intent of this document, however, to transform this section of it into a teacher's manual on the teaching and assessment of oral expression. Should teachers wish for information on these matters, they should consult good reference books which will provide ideas and techniques adaptable to the needs of their own students.

(In particular, teachers are urged to consult the following document: The Ministry of Education of Ontario, The Ontario Assessment Instrument Pool, English II, Intermediate Division, pp. SL93-136. Many activities are suggested for the development of speaking skills, and a range of observational and recording techniques are discussed. These materials being intended for the intermediate grades, however, teachers in the Junior Division may have to adapt them to suit the needs of their particular students.)

However, it is hoped that teachers will also wish to make occasional use of the testing procedures provided in this package, even if they are more demanding. Tests of spoken language must, of necessity, be individualized; two of the types of instruments provided in this package should be held in private. Their use will necessarily be somewhat time-consuming, and may require special administrative arrangements. These demands should not be exaggerated, on the other hand. Of the two tests given in private, the first, "Situations", requires about five minutes per student and the second, "Illustrations", about ten. The third test, "Compositions", takes place in the classroom and can be integrated into the daily language classes, as is already done by many teachers.

Nevertheless, the administration and correction of these three types of instruments will add to the teacher's workload; it is therefore not expected that they will be used very frequently. Perhaps the first two types will be used twice a year; for some teachers, using them even once a year would constitute considerable progress.

Be that as it may, the authors of the Pool have made every attempt to make the use of these instruments as easy as possible: the administrative procedures and the scoring of the responses have been simplified, and student samples, scored and commented upon, have been included. The examination of this material should convince teachers that the undertaking may be much less onerous than expected.

IV. Rationale for Bilingual Instructions

A special matter needs to be discussed at this point: the language to be used when administering the instruments contained in this Pool.

It may come as a surprise to some that instructions to pupils are provided in both English and French, since a strong tradition has become established, in Ontario schools, to the effect that the mother tongue should be totally banished in the teaching of Anglais to Franco-Ontarian students. Why, then, should the Pool provide instructions in both languages? The answer to that question is as follows.

There is little doubt that systematic use of the mother tongue, when teaching a second language, can be detrimental to the learner. However, expert opinion appears to be that occasional use of the mother tongue is not to be feared, and should indeed be encouraged when it enables the teacher to highlight in a few seconds a contrast between the mother tongue and the target language that, otherwise, would require lengthy explanations or which might possibly never be perceived by the learner. To give but one example: does anyone really believe that harm will be done to francophone pupils if it is pointed out to them that English uses the verb "to be", whereas French uses the verb "avoir", to express the idea of being cold, hungry or thirsty?

Even if such occasional use of the mother tongue when teaching another language had been shown -- let it be repeated, it has not -- to be detrimental, one would still need to ponder whether such use when testing mastery of that language is also to be rejected; the requirements of good measurement do not necessarily coincide with those of effective instruction.

One moment of reflection should suffice to convince the user of this Pool that, when measuring pupil knowledge, the first concern should be for valid and reliable measurement, and that all steps not otherwise detrimental should therefore be taken to ensure that the subjects manifest fully their level of mastery. One such step is the use, for the purpose of giving instructions, of the language which the subjects know best, i.e. their mother tongue. Otherwise, incorrect answers will always constitute ambiguous phenomena, attributable to one of two factors: the subjects do not have the skill or knowledge being tested, or they did not understand what they were expected to do.

Insisting that the target language be used when testing knowledge of that language could, under certain circumstances, be compared to the administration of a written intelligence test to a subject whose eyesight is severely impaired, or set of arithmetic problems involving substantial reading to a child suffering from dyslexia: in these cases, the subject is obviously handicapped by a deficiency which acts as a screen between his true level of skill and knowledge, and its observable manifestations.

It might be argued that classroom teachers know how to word the instructions for their Anglais tests and exams in such a way that even the weakest pupils will understand what is expected of them; that teachers will restrict themselves to the vocabulary and the level of sentence complexity which they know to be mastered by their pupils. That may be so, and in that case the risk of obtaining unreliable measurements may be slight. The reader will understand that this situation did not exist for the authors of the instruments presented in this Pool. There existed no sure way of knowing which words or sentence structures were known to all the pupils who might eventually be tested with these instruments. Nor could it be assumed that every type of instrument used here would be familiar to these pupils, who would know at first glance how to approach them; indeed, the contrary is quite likely. Hence the

need to provide full explanations, in the language which the subjects are most likely to understand, i.e. their mother tongue.

It was decided that, in the final analysis, the teacher was in the best position to decide whether the instructions to be used with a given class, with a given set of instruments, should be presented in French or in English and that that freedom of choice could be achieved only through the provision of both. English and French instructions have therefore been recorded on the cassettes to administer two of the three types of instrument: Situations and Illustrations, whereas the two sets of instructions for Compositions are presented in writing in the appropriate section of this kit.

Section One

SITUATIONS

I. Foreword

In this examination, the subjects are asked to respond orally to oral descriptions of situations from everyday life which require one to ask for or to give information, to offer thanks or apologies, to try to convince or persuade someone, etc. They are told to imagine that they are placed in four or five of these situations, and asked to demonstrate their ability to deal with each one.

The descriptions of the situations and the instructions to the students are recorded on a cassette which forms part of the Pool. Thus the administration of the test will consist simply in allowing the students to listen to one cassette, and in recording their responses on another. The descriptions of the situations are also presented in writing on the following pages.

Obviously, this test is an individualized one and must be given in private. Even if the student is invited to take time to organize a response, it is essentially a test of spontaneous speech.

This type of test is intended to establish whether or not the student knows how to communicate orally in everyday situations; this is the first hurdle to be overcome in the acquisition of speaking skills, and one would be ill-advised to minimize its importance.

The development of this ability to use language for the purposes of effective communication has been the object of a number of research and development studies conducted over the last two or three decades. In particular, attempts have been made to establish lists of "language functions", that is, of objectives pursued when speaking: to inform the speaker, to obtain information, to convince, to persuade (some prefer the word "incite"), to ask or give permission, to give thanks or offer excuses, to give an order or ask for a favour, etc.

Similarly, studies have been conducted to determine how the relative status of the interlocutors and the circumstances which surround the communication affect the verbal behaviour. (The sentences "Let's go eat, you guys!" and "Our guests are requested to proceed to the room where the banquet is served." are not exactly interchangeable, even if they say essentially the same thing!)

The goal of such research is obviously to determine the language forms and verbal constructions which serve in these differing situations, so that they can be taught to learners. This is the reason why (a) the selected situations correspond to a variety of language functions; (b) each test comprises four or five situations corresponding to as many different functions; (c) the scoring form stresses those aspects connected with effective communication rather than the grammatical aspects of speech.

II. Procedures for Student Testing

1. Testing Locale

The test is not public; it should be conducted in a quiet place with only the student and the tester present. The place should be free of all distractions: telephones ringing, groups of students changing classes, etc. A table and two chairs are needed.

2. Equipment and Material Required

- a) two tape recorders, one to be used to present the instructions and the situations, the other to record students' responses;
- b) the cassette containing the instructions and the situations. The instructions are provided in both English and French; the example included in both versions is entirely in English, however. The actual situations, which are also provided exclusively in English, are grouped into two forms, designated A and B, which are intended to be equivalent: each contains the same number of situations corresponding to the same language functions;
- c) one or more blank tapes to be used to record students' responses. (All told, the testing time for each student should be no more than five or six minutes, but the actual recording time will not exceed two minutes; a sixty-minute cassette will therefore be enough for a class of thirty students.)
- d) if so desired, an extra cassette for voice tests, the use of which would minimize the chances of erasing responses already recorded.

3. Selecting the Test Administrator

Teachers may choose to test their own students; two teachers might exchange classes; finally, other members of the support staff, e.g. a guidance counsellor or a language monitor might administer the test. In principle, any person who knows how to inspire confidence, how to make the students feel comfortable and how to motivate them can assume the role since every element of the examination itself is recorded.

4. Procedure

Decide in which of the two languages the instructions will be presented; each version found on one side of the "Situations" cassette, while the situations themselves are presented on both sides.

a) a few days before the test, make the following preparations:

- describe the goal and nature of the test to the students;
- ensure the availability of a convenient locale, of two working tape recorders and of the required cassettes;
- decide which of the two Forms will be used; for example, Form A may be used to test all of the students at the beginning of the year, and Form B at the end of the year; or, use Form A with one half of the class and Form B with the other half;

b) with each student, follow this procedure:

- briefly review the explanations given in class (if necessary);
- start the first tape recorder, and stop it as soon as test recordings have been mentioned;
- using the second tape recorder, have the student perform a voice test; this will enable the tester to check that the student's voice is being clearly recorded; also, it will help to reduce the tension and shyness experienced by some students;

- record the name of the subject and any other information deemed useful; for example:

September 23, 1982 - We are going to hear the responses of Marc Beauséjour, Grade 4 A, St. Steven School, "Situations", Form A;

- stop the second tape recorder and restart the first, so that the student hears the rest of the instructions, and the first situation; stop this first tape recorder, and restart the second;
- continue to alternate the tape recorders (the one which presents the situations one by one, and the other on which the student responses are recorded) until the end of the test;
- thank the student, call for the next candidate, and repeat the procedure.

III. Scoring the Responses

1. General Description of the Procedure

As the responses are short, attempting to establish more than two levels of quality: "acceptable" and "not acceptable", would be unrealistic.

However, it is possible to assess these responses in terms of four criteria:

- a) signals: the use of words and expressions intended to attract the interlocutor's attention ("Pardon... Excuse me..."), to show that the message is not finished ("I mean... you know... euh... you understand?"), to show respect ("Sir... Madam..."), to mark the end of a message ("What do you say?... Don't you agree?...");

- b) content: this refers to the message being conveyed: does the speaker express fully and clearly the nature of the information required or transmitted? If wishing to persuade or convince, are the points of the argument of satisfactory quantity and quality?
- c) language: this criterion refers to the grammatical and lexical quality of the language, as well as to the adoption of the proper register: not excessively friendly for an unfamiliar adult or a superior, nor too elaborate for a conversation with a friend;
- d) delivery: the emphasis here is placed on the clarity and correctness of the pronunciation and on the appropriateness of the rhythm and tone.

Because the responses are short, the test must involve many situations; it is only by the accumulation of judgements relating to a given criterion that a reliable assessment can be made of the student's level of competence.

2. How to Use the Scoring Form

For the teacher who has spent a few minutes studying the scoring form on the following page, the following remarks will be very clear.

- the test is made up of five situations; they are numbered 1 through 5 on a line at the top of the page;
- the scorer will judge each response on the basis of four criteria which are listed on the left-hand side of the form; in all, twenty judgements per student are required;
- each of these judgements will consist in assessing the response as "acceptable" or "not acceptable"; if the response is "acceptable", place a check mark in the space provided;

Scoring Form: Situations

Student

Grade

Form

Date _____

CRITERIA:

Situations no:

1. Signals $\begin{matrix} 1 & 2 & 3 & 4 & 5 \\ (&) & (&) & (&) & (&) & (&) \end{matrix}$ $\underline{\hspace{2cm}} \times 4 = \underline{\hspace{2cm}}$

2. Content () () () () () _____ x 8 = _____

3. Language () () () () () _____ x 4 = _____

4. Delivery () () () () () _____ $\times 4 =$ _____

Total: _____

Method:

- 1) Place a check mark in the appropriate brackets if a response is judged to be acceptable with regard to a given criterion.
- 2) Write, in the first blank space to the right of a line of brackets, the number of check marks made.
- 3) If it is desired to obtain an over-all numerical assessment, perform the multiplications shown and add the products.

Marker

- the next step consists in counting the number of "acceptable" check marks given for each criterion being evaluated; if it is desired to obtain an over-all mark, multiply the four numbers thus obtained by the factors indicated on the form, and add the products; automatically, one will obtain a mark out of one hundred where the weighting for each criterion is as follows:

Signals:	20
Content:	40
Language:	20
Delivery:	20
Total:	<u>100</u>

One of the reasons why a two-point scale (acceptable/unacceptable) has been used has already been mentioned: the students' responses are, for the most part, so short that it would be futile to attempt to make finer discriminations. There is another reason, however: because the teaching of speaking skills does not always receive in the daily curriculum the attention it warrants, some students have not developed this art to a very high degree; therefore, it may be urgent to diagnose that weakness and to prescribe the required corrective measures.

Finally, for those teachers who wonder why it is necessary to record student responses when on-the-spot judgements might be made, a word of caution would not, perhaps, be unwarranted. There are many factors which can invalidate the assessment of this kind of material: fatigue, boredom, prejudices, the "halo effect", etc. Assessments made after listening to a response twice, rather than once, are likely to be much more reliable; better still would be the judgements made by two persons, e.g. with a colleague. In both cases, the taping is essential.

IV. Using the Samples Provided

The cassette which presents the "Situations" instrument also contains (side A) samples of students' responses; these, it is hoped, will help teachers adopt identical standards of assessment by making the meaning of the words "acceptable" and "unacceptable", as applied to each of the four criteria, more easily perceived.

To this end, the cassette presents, for each criterion, four samples; the first two have been judged to be acceptable, the other two, unacceptable. One should not look among these samples for responses which are excellent or extremely poor, since such responses are very easy to categorize; it is between responses that are barely acceptable, and those that are almost acceptable, that it will be difficult to discriminate.

Before beginning to assess the responses of a class, it would therefore be useful to use this material in the following way:

- listen to a response, stop the tape, and try to decide why it has been judged to be acceptable;
- read the judges' comments on that response; they are presented below, in the section entitled "The Instruments";
- listen once again to the response so as better to observe why the judges rated it acceptable;
- repeat the process for each of the samples provided.

Situation 10: The subject

The subject was seated at a table with the experimenter on the left and the subject on the right. The subject was asked to observe the experimenter's behavior and to record the number of times the experimenter's behavior was observed. The subject was also asked to record the number of times the experimenter's behavior was not observed.

Situation 11: The subject

The subject was seated at a table with the experimenter on the left and the subject on the right. The subject was asked to observe the experimenter's behavior and to record the number of times the experimenter's behavior was observed. The subject was also asked to record the number of times the experimenter's behavior was not observed.

V. The Instruments

The subject was seated at a table with the experimenter on the left and the subject on the right. The subject was asked to observe the experimenter's behavior and to record the number of times the experimenter's behavior was observed. The subject was also asked to record the number of times the experimenter's behavior was not observed.

Situation 12: The subject

The subject was seated at a table with the experimenter on the left and the subject on the right. The subject was asked to observe the experimenter's behavior and to record the number of times the experimenter's behavior was observed. The subject was also asked to record the number of times the experimenter's behavior was not observed.

Situation 13: The subject

The subject was seated at a table with the experimenter on the left and the subject on the right. The subject was asked to observe the experimenter's behavior and to record the number of times the experimenter's behavior was observed. The subject was also asked to record the number of times the experimenter's behavior was not observed.

FORM A

Situation no. I: (To inform)

You have been invited to spend some time with the family of a good friend of yours, who moved to Montreal recently; your parents have given you their permission. You telephone your friend to say when and how you will arrive in Montreal. What will you say?

Situation no. II: (To inquire)

You went shopping in a big department store and forgot your gloves. The next day, you go to the Lost and Found Department of that store. What exactly do you say?

Situation no. III: (To incite)

You would very much like to have a guinea pig as a pet, but your mother thinks it would be too much trouble. Your birthday is coming soon. What would you say to your mother to get her to consider giving you the pet you want as a present?

Situation no. IV: (To offer thanks)

You have been at your friend's house for dinner. Before leaving, you want to thank your friend's mother. What do you say to her?

Situation no. V: (To express feelings)

You have just found out that your family will be moving far away next month. Tell your best friend how you feel about the move.

FORM B

Situation no. I: (To inform)

Your brother's birthday is next week; your parents have asked you to go to the bakery and order a cake. What will you ask the salesperson? Give all the necessary details.

Situation no. II: (To inquire)

You come home after school, and discover that your kitten is not around. You decide to enquire about it in the neighborhood. The first person you talk to is an adult you don't know. What would you say to that person?

Situation no. III: (To incite)

Your mother has a friend who is visiting from Alberta. This friend is a teacher. Your mother asks you to invite your teacher for dinner Friday night. What would you say to your teacher?

Situation no. IV: (To offer thanks)

You are calling your grandfather to thank him for the present he sent you for your birthday. Imagine the present to be anything that you would like very much. What will you say to your grandfather?

Situation no. V: (To express feelings)

You are going to meet your best friend at a certain place. On your way, something terribly scary happens. What exactly do you tell your friend to show how afraid you have been? (Don't say what made you afraid, just explain how you felt.)

Comments

For each of the four criteria, signals, content, language and delivery, four samples are provided: two judged to be acceptable and two unacceptable.

1. Signals

Acceptable samples:

1. Form A - Situation I

Speaker identifies both the interlocutor and himself, but not by name.

2. Form A - Situation III

Speaker identifies interlocutor, marks end of message ("Please") but does not introduce request.

Unacceptable samples:

1. Form A - Situation IV

Speaker does not identify interlocutor, makes no closing statement.

2. Form B - Situation III

Greeting too formal ("My dear teacher"), absence of necessary courtesies.

2. Content

Acceptable samples:

1. Form A - Situation III

Information is incomplete; speaker presents some valid arguments but fails to mention that he will assume responsibility for the pet and its care.

2. Form B - Situation I

Information is incomplete: speaker explains why she wants the cake, what kind of cake, and for whom, but omits to state when it is wanted.

Unacceptable samples:

1. Form A - Situation II

Speaker gives some important information (description of the lost gloves), but omits other (where and when they were lost).

2. Form B - Situation IV

Speaker fails to identify the present and the occasion.

3. Language

Acceptable samples:

1. Form A - Situation II

Sentence structure good, but at a low level of complexity; absence of plural.

2. Form A - Situation V

Language structures satisfactory, but style not entirely appropriate for a close friend ("Hi! I'm sorry to say"); repetition of "O.K.".

Unacceptable samples:

1. Form B - Situation I

some sentences incomplete or incorrectly structured.

2. Form B - Situation V

Absence of a subject, wrong selection of tense for a verb.

4. Delivery

Acceptable samples:

1. Form A - Situation I

The volume and rate are satisfactory; heavy nasal tone; some hesitations.

2. Form A - Situation II

Volume and rate are satisfactory; heavy nasal tone accentuates some poor pronunciation e.g. "em" instead of "them".

Unacceptable samples:

1. Form B - Situation II

Volume and rate are satisfactory. Voice lacks intonation. Problems with pronunciation - "lill broder" instead of "little brother" and "appy" instead of "happy".

2. Form B - Situation I

Volume is low but the rate is satisfactory. Tone is monotonous. Weak pronunciation e.g. "broder" instead of "brother", "wid" instead of "with", "is" instead of "his".

Section Two

ILLUSTRATIONS

I. Foreword

In this instrument, illustrations are used as stimuli for oral expression. The student is asked to describe three illustrations in an organized, clear and precise manner, to imagine, indeed, that another student will attempt to draw the illustrations on the basis of these descriptions.

Like the preceding, this instrument (a) is individual and should be held in private; (b) tests spontaneous oral expression.

The scoring form directs the scorer to observe the student's ability to do the following:

- a) synthesize the elements presented in the picture, recognize the fact that they can be grouped under a single concept and summarized by an appropriate title;
- b) give an organized description; most of the illustrations present objects or persons in a spatial arrangement which is easy to grasp: rows and columns, foreground and background, etc.; the student's response should reflect this organization by being orderly and systematic;

- c) make use of an appropriate vocabulary; for each illustration, a list of "required words" has been established and the scorer will note whether the student uses each one, either spontaneously or as a result of questioning;
- d) demonstrate orally a sound understanding of grammatical structures;
- e) pay attention to various aspects of good delivery.

II. Procedures for Student Testing

1. Testing Locale

This test is not public; it should be conducted in a quiet place, free from all sources of distraction: telephones ringing, groups of students changing classes, etc. Two chairs and a table are required.

2. Equipment and Material Required

- a) the three illustrations which constitute the test material, plus the one to be used as an example (The Toy Store);
- b) two tape recorders, one to be used for playing the instructions for the students, and the other for recording their responses; (One could manage with one tape recorder but much less conveniently.)

- c) the cassette on which the instructions are recorded, one or more blank cassettes on which to record student responses and, if desired, another one to perform voice tests; (English and French versions of the instructions are provided on the same cassette; an example in English is heard in both.)
- d) as there is a different scoring form for each illustration, as many three-form sets as there are students to be tested.

3. Method

- a) several days before the test, make the following preparations:
 - describe to the class the goal and nature of the test;
 - ensure the availability of a convenient testing locale, two working tape recorders, and the required cassettes. (As an average, allow about five minutes of recording time per student.)
- b) apply the following testing procedure with each student:
 - briefly review the explanations given in class, if necessary;
 - decide which version of the instructions is to be used and place cassette in first tape recorder;
 - start this tape recorder, and stop it immediately after the test recordings have been mentioned;
 - perform test recordings on the second tape recorder, so as to ensure that the student is speaking clearly and with sufficient volume and help to reduce the anxiety and shyness experienced by some students.

- record the name of the subject and any other information deemed useful, for example:

September 23, 1982 - We are going to hear the responses of Marc Beauséjour, Grade 4 A, St. Steven School; here is his description of picture no. 1;

- stop the second tape recorder and restart the first one so that the student may hear the rest of the instructions; if necessary, stop it at the appropriate place and reply to any questions the student may wish to ask;
 - give the student the sample illustration; so that he/she can look at it while it is being described on the tape;
 - as soon as the instructions are finished, stop the first tape recorder, give the student one of the three test illustrations, and when he/she is ready to give the required description, restart the second tape recorder;
 - follow the same procedure for the other two illustrations;
 - thank the student, call in the next one and repeat the procedure.
- c) the tester should not interrupt the student, nor reiterate the requirements of the test nor give help in any other way; however, if the student does not mention one of the designated words, the teacher may question the student once the description is finished, e.g. "You have not mentioned this object (or animal, or vehicle): do you know what it is called?"

III. Scoring the Responses

A scoring form for each of the illustrations is provided. They are easily distinguishable as each one carries a simplified scaled-down version of the illustration with which it is used. Except for this point, the three forms are almost identical. The reader who has devoted a few minutes to an examination of the one presented on page SPK - 35, will have no difficulty either in understanding the following indications or in applying them to the other two forms.

1. The Scoring Forms

They are comprised of two main sections:

- a) at the top are found the criteria to be used for assessing students' responses and the scale to be used for each criterion. All possible marks are already printed on the form; all that is required, therefore, is to circle the marks awarded, and then find the total mark. There is but one exception to the above statements: the vocabulary score is obtained by awarding one-half point for each of the "required words" known by the student;
- b) at the bottom, a scaled-down version of the illustration is presented with the ten required words printed right on the picture.

2. The Scoring Keys

The back of each form bears the following information:

- examples of titles worth 2, 1 or 0 marks;

- information on the spatial and/or logical organization of the picture, which must be alluded to in the student's description; the reader should notice how the terms used in this context are to be defined:
- "Organization": did the student begin by analyzing the picture into its major areas (left, centre, right; top, bottom, in front, behind; top line, centre line, bottom line; left column, right column, etc.)?
- "Localization": did the student locate the elements of the picture in these areas, and in relation to each other ("in front of the barn", "behind the girl", etc.)?
- "Direction": when listing the elements of the picture, did the student adopt and maintain a direction (left to right, top to bottom, clockwise, etc.) instead of jumping from one part of the picture to another?

3. The Scoring Method

- a) during the test, it is necessary to collect the information required to assign the vocabulary mark; to that end, as the student mentions one of the "required words" (they are printed on the form), write in front of it a number indicating the order in which it was used; this procedure will greatly facilitate the assigning of a mark for direction. When the student has completed his/her spontaneous description, try to elicit, by questioning, any words not mentioned but, this time, place a check mark (instead of a number) in the brackets in front of those which the student produces;
- b) a few other scores (title, organization, localization, direction) may be assigned during the test if the teacher is quite familiar with the scoring keys and has acquired some experience in how to use the test;

Scoring form: ILLUSTRATIONS

Pupil	Grade	/ / Date	Marker	/33 Total
-------	-------	-------------	--------	--------------

A) Content

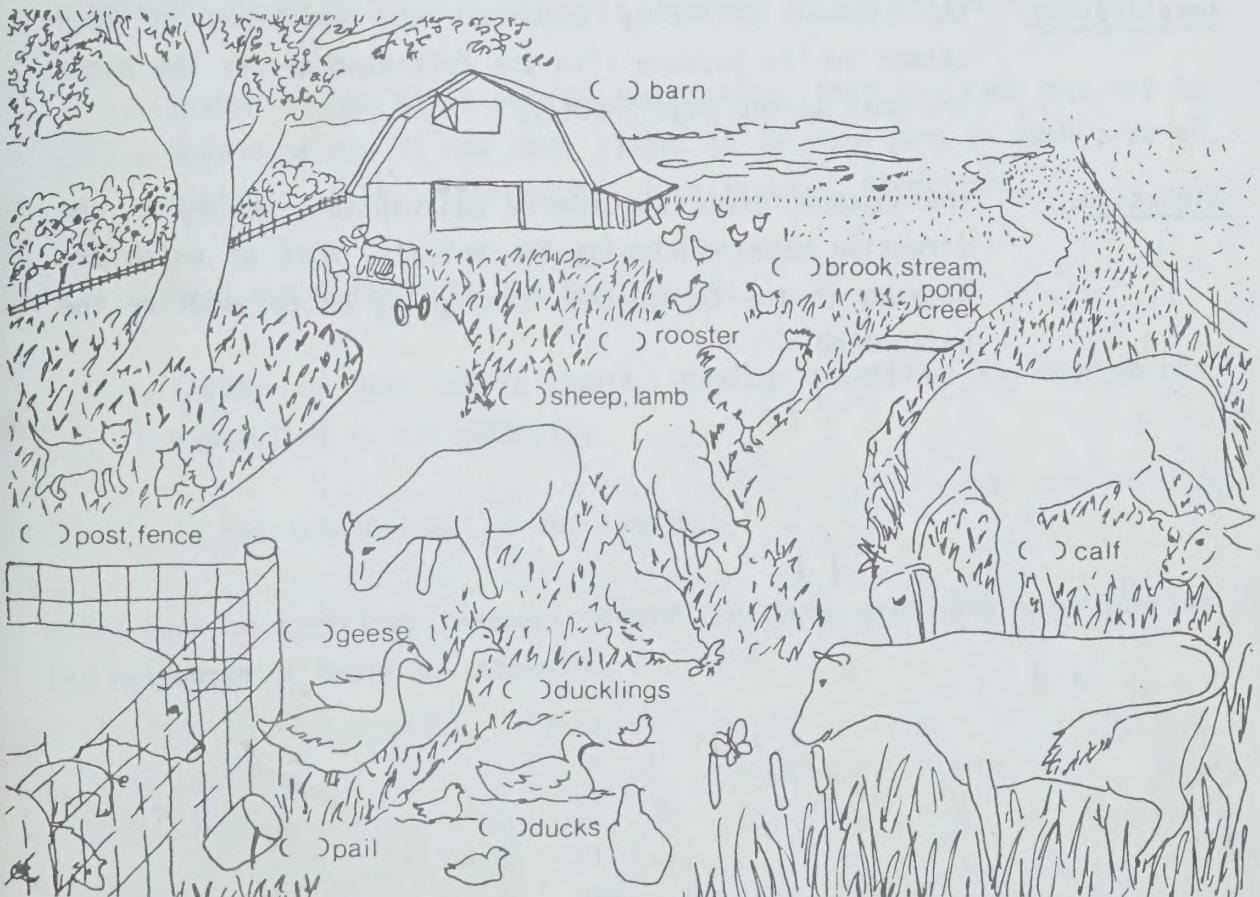
1- Title:	Inappropriate 0	Incomplete 1	Complete 2	
	Very weak	Weak	Good	Very good
2- Organization:	0	1	2	3
3- Localization:	0	1	2	3
4- Direction:	0	1	2	3

B) Language

5- Vocabulary 1/2 point per word: _____/5

6- Grammar 0 2 4 6

C) Diction: 0-1-2-3-4-5 6-7 8-9 10-11



Scoring Key

Title:

Marks 2: The Farm; Farm Animals; Visiting the Farm;

1: Animals;

0: A Barn; Pigs; Chickens and Cows.

Organization: in a very good description, the student will mention the general plan, with the barn, orchard, and wheatfield in the background, the animals in the foreground, and the stream running through both at the right;

Localization: the student correctly describes the positions of each animal in the picture ("in the left-hand corner the ducks are next to the pigs", etc.);

Direction: the student gives an orderly description, moving in one direction when mentioning the animals, most of which are located in the foreground, then going on to describe the background.

- c) do not attempt to mark for grammar or diction during the test itself; all scores will be more reliable if these two are assigned after listening again to the tape at a later time.

IV. Using the Samples Provided

On the cassette, immediately following the English instructions, there will be found seven sample descriptions which have been chosen to illustrate strengths and weaknesses in relation to the three criteria of content, language and diction.

To make the best use of this material, proceed in the following manner:

- listen to the first sample description, stop the tape and try to determine why it has been judged to be very good in each area of content: title, organization, localization, direction;
- read the comments on the sample;
- listen to the sample again, paying attention to the points emphasized in the comments;
- do the same for all of the samples.

After such an exercise, teachers should feel more confident when scoring the responses of their own students.

Comments on the samples

First criterion: Content

1st sample: Very good (Illustration: The Toy Store)

For this criterion, the field trials did not produce a sample that could be considered very good. Such a sample is provided by the subject who is heard describing a toy store in the instructions to students; this description is repeated in the "Samples" section of the tape. Notice that, in his production, the subject gives, first, an appropriate title, then a general idea of the location of the shelves: "to the left, at the back, to the right and up front". The position of most of the toys is then given, in an orderly manner.

(Note: this example, which is admittedly quite poor from the point of view of Diction, was used purposely and for two main reasons:

- a) it may help the student who knows his/her English to be weak not to feel inferior;
- b) it illustrates well the need for the teacher clearly to distinguish between the various aspects of a given production when attempting to assess it.)

2nd sample: Good (Illustration: The Kitchen)

Title: worth full marks;

Organization: general organization is given;

Position: student confuses right and left; most (not all) of the persons and objects are correctly located;

Ordering: a circular, counterclockwise direction is generally maintained, with some deviations.

3rd sample: Very weak (Illustration: The Tricycle)

Title: inappropriate for lack of coverage;

Organization: totally absent;

Position: all of the personages are identified but they remain unrelated to each other, logically and spatially;

Ordering: the characters and objects are enumerated in almost complete disorder.

Second criterion: Grammar

1st sample: Very good (Illustration: The Farm)

This student masters English grammar quite well and builds complete, well-structured sentences; there are, however, a few grammatical blunders in this long description: "the cow is looking at the geese pass by", "the little kittens and her mother", "there are green and yellow leaf".

2nd sample: Very weak (Illustration: The Tricycle)

No variety of sentence structure ("...an' I see" occurs six times), numerous grammatical errors: "a three-wheels bicycle", "the wagon whose the little boy and little girl is ridin' on", "it's fun to go at bicycle riding", "the blue skies", "all the thing".

Third criterion: Diction

1st sample: Very good (Illustration: The Farm)

The speaker is obviously very comfortable with most phonetic aspects of the English language; with few exceptions ("left", "barbed") his words are correctly pronounced.

Example presented in the instruction: Very weak (Illustr.: Toy Store)

Student not comfortable with many English sounds: initial "h", "th"; incorrect pronunciations: "bo'om" for "bottom", "bucks" for "box", "fourph" for "fourth"; rate slow, not natural, with many awkward pauses.

V. The Instruments



W. E. B. DUBOIS

Anglais - Junior Division I

Illustration: example (Toy Store)

SPK - 43 - 44



Anglais - Junior Division I

Illustration no 1: FARM

SPK - 45-46

Scoring form: ILLUSTRATIONS

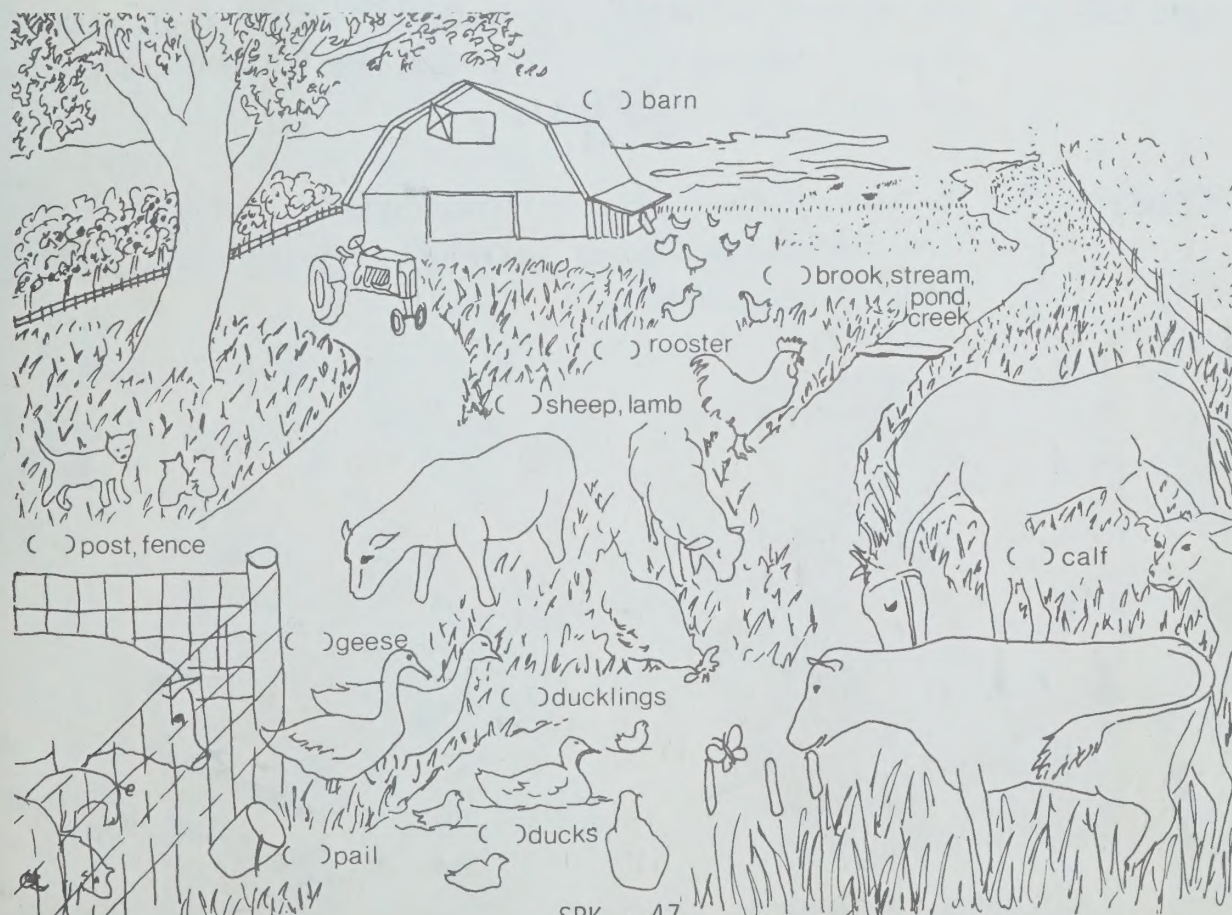
Pupil	Grade	/ / Date	Marker	/33 Total
-------	-------	-------------	--------	--------------

A) Content

1- Title:	Inappropriate 0	Incomplete 1	Complete 2	
	Very weak	Weak	Good	Very good
2- Organization:	0	1	2	3
3- Localization:	0	1	2	3
4- Direction:	0	1	2	3

B) Language

5- Vocabulary	1/2 point per word: _____/5			
6- Grammar	0	2	4	6
C) <u>Diction</u> :	0-1-2-3-4-5	6-7	8-9	10-11



Scoring Key

Title:

Marks 2: The Farm; Farm Animals; Visiting the Farm;

1: Animals;

0: A Barn; Pigs; Chickens and Cows.

Organization: in a very good description, the student will mention the general plan, with the barn, orchard, and wheatfield in the background, the animals in the foreground, and the stream running through both at the right;

Localization: the student correctly describes the positions of each animal in the picture ("in the left-hand corner the ducks are next to the pigs", etc.);

Direction: the student gives an orderly description, moving in one direction when mentioning the animals, for instance, then going to the background.



Anglais - Junior Division I

Illustration no 2: KITCHEN

SPK - 49-50

Scoring form: ILLUSTRATIONS

 Pupil Grade / / Date Marker /33 Total

A) Content

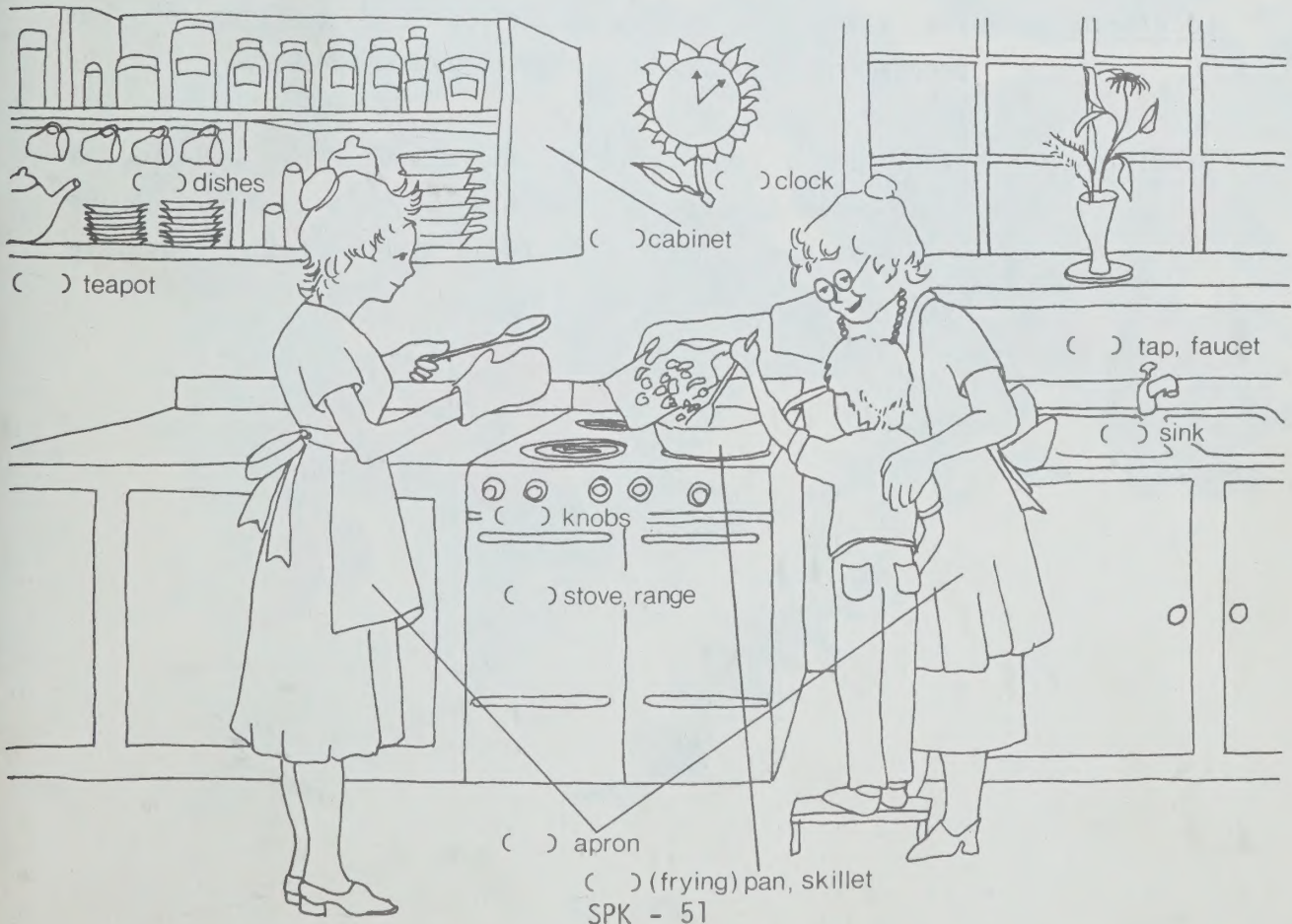
1- Title:	Inappropriate 0	Incomplete 1	Complete 2	
2- Organization:	Very weak 0	Weak 1	Good 2	Very good 3
3- Localization:	0	1	2	3
4- Direction:	0	1	2	3

B) Language

5- Vocabulary 1/2 point per word: /5

6- Grammar 0 2 4 6

C) Diction: 0-1-2-3-4-5 6-7 8-9 10-11



Scoring Key

Title:

- Marks 2: A Cooking Lesson; Helping in the Kitchen; Cooking with Grandma (or Mum); Learning to Cook;
- 1: The Kitchen; The Lesson; Grandma;
- 0: The Family; The Little Boy.

Organization: in a very good description, the student will mention the two main features: the people clustering near the stove, the cupboards, windows and appliances along the wall;

Localization: the student correctly describes the position of the people and objects: left-right/top-bottom/etc.;

Direction: the student maintains a direction, for example, a description starting at the window would continue around the kitchen, finishing near the window possibly mentioning the tap or the flowers.

De Brachmann



Anglais - Junior Division I

Illustration no 3: TRICYCLE

SPK - 53-54

Scoring form: ILLUSTRATIONS

Pupil	Grade	/ / Date	Marker	/34 Total
-------	-------	-------------	--------	--------------

A) Content

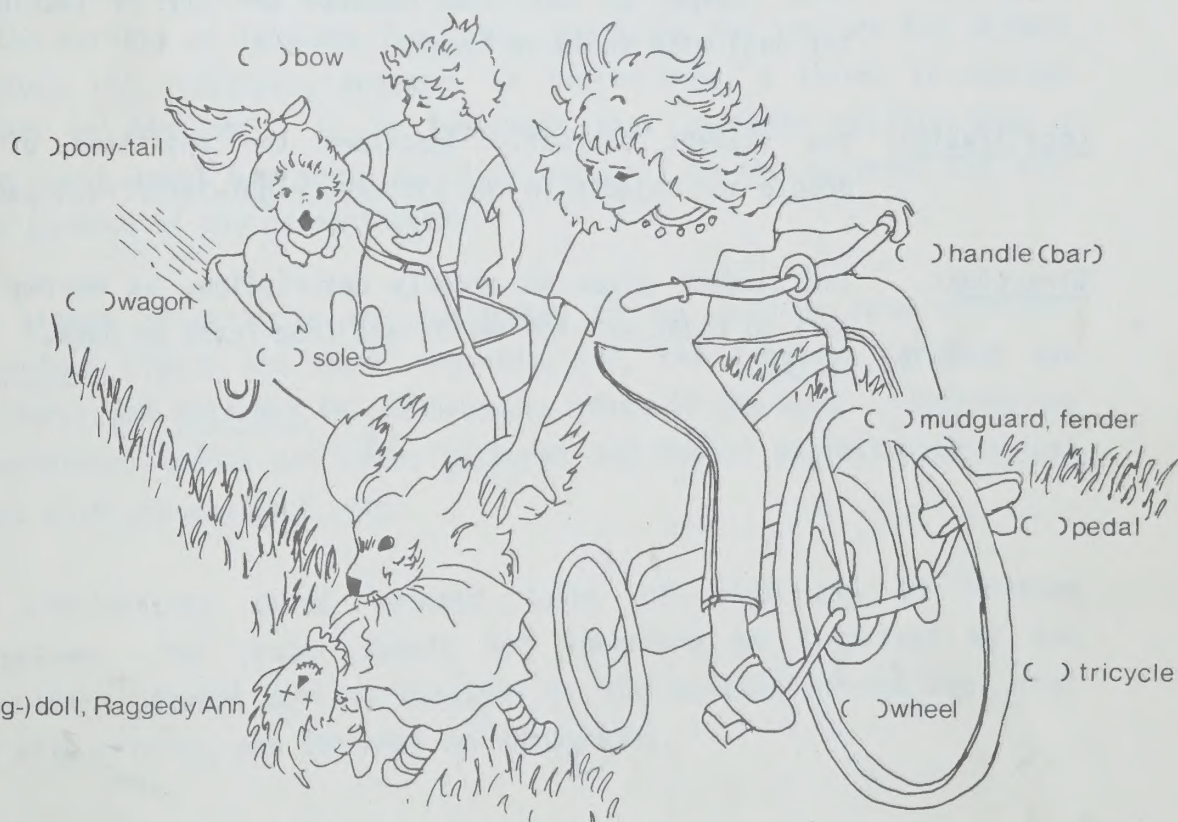
1- Title:	Inappropriate 0	Incomplete 1	Complete 2	
2- Organization:	Very weak 0-1	Weak 2	Good 3	Very good 4
3- Localization:	0	1	2	3
4- Direction:	0	1	2	3

B) Language

5- Vocabulary 1/2 point per word: _____/5

6- Grammar 0 2 4 6

C) Diction: 0-1-2-3-4-5 6-7 8-9 10-11



Scoring Key

Title:

Marks 2: A Fast Ride; Children Going for a Ride;

1: Children at Play;

0: Children; The Tricycle; A Bad Dog.

Organization: in a very good description, the student will mention the two "actors" (girl and dog) in the foreground and the interaction between them (the dog has stolen the doll or is bringing it back), as well as the two other "actors" (boy and baby) in the background and their interaction (i.e. danger of collision because the boy is looking at the dog) with those in front;

Localization: the student correctly describes the positions of the people and objects in the picture: right-left/front-back;

Direction: the student gives an orderly description, as moving from left to right or vice versa, and from front to back.

Section Three

COMPOSITIONS

I. Foreword

This measurement strategy is of the usual composition type, with one difference: the student delivers an oral presentation in front of the class instead of handing in a written composition. It differs from the two previous ones in that it is conducted in public and gives the subject time to prepare his presentation.

As in the "Situations" strategy, the topics have been chosen keeping in mind the variety of language functions; one topic may require the student to inform the listeners, another, to incite them, a third, to express emotions or feelings. It is important that students realize that a speaker must adapt his speaking style not only to the audience but also to the purpose of the communication.

Three groups of criteria are emphasized on the scoring form provided: the content (ideas and their organization), the language (grammar and vocabulary) and delivery in the broadest sense of the word: diction and pronunciation, volume and tone, gestures and facial expressions, visual contact with the audience, etc.

Many similarities exist between tests of oral and of written composition. The reader should not therefore be surprised by the resemblance between certain passages in the section of the Pool that deals with writing, and the next few paragraphs.

II. Procedures for Student Testing

1. The Material

The composition topics found in this section are adapted to the interests and the level of intellectual development of Junior Division students. They have also been chosen because they correspond to various "language functions", i.e. the objectives one pursues when expressing oneself. This relatively new concept underlies much recent research and development work in the area of language instruction, and it was deemed important that it be reflected in the Pool; hence, for each topic, the corresponding language function has been indicated: to inform, to move, to incite, etc.

The topics are accompanied by

- recorded material: samples of oral compositions on each one of the suggested topics are presented on a cassette included in this kit;
- written material: for each topic, a description of the conditions under which the samples were gathered; for each sample, a scoring form showing the scores given by markers, and comments supporting these scores.

2. Using the Suggested Topics

Whereas nothing prevents the teacher from assigning the same topic for written composition to all of the students in a class, the same would not be true for oral compositions. For several reasons, not

the least of which is the student's boredom resulting from their being forced to listen to twenty-five or thirty presentations on the same topic, the teacher will prefer to divide the class into as many small groups as there are topics available, and assign each topic to one group only. The topics suggested here will not satisfy the needs of those teachers who recognize the importance of oral expression and treat it accordingly; it will be necessary for them to prepare their own lists of topics, keeping those in the Pool for some "special occasion"; for example, end-of-the-year assessment.

The instruments provided here, therefore, are intended to help teachers in the following ways as well:

- a) illustrate the variety of topics that may be handled at a given grade level: descriptive, narrative, functional, etc.;
- b) suggest a method of assessment suitable whatever the topic: the scoring form and the pedagogical concepts underlying it may be applied to topics provided by the teacher as well as to those included in the Pool;
- c) most important perhaps, guide teachers in the assessments they must make of their own students' oral presentations.

3. Preparations for the Test

Having chosen, among the suggested topics, those deemed suitable for the class, the teacher should use them in the way described so that the students' productions can be validly compared to the samples in the Pool.

When preparing the students for this type of examination, the teacher should emphasize that they are expected, neither to read, nor to recite from memory, a completely written out composition, but to speak from brief notes, representing their plan, jotted down on "cue cards".

One way of persuading the students to do this would be to show them the section of the scoring form which deals with the penalty to be incurred by those who fail to follow these instructions (see below). It would be equally important to explain to the students why this matter is stressed: reading or reciting written out texts will not help one acquire the art of speaking spontaneously, freely, without constraint; it prevents the speaker from establishing, with the listeners, the visual contact required in order to become aware of their reactions and to adjust one's delivery thereto; it hinders the development of an effective memory, which is needed even with cue-cards, etc.

As long as it is necessary to draw the students' attention to the section of the scoring form dealing with this matter, one would be well advised to discuss the entire form with them; students taking a test have a right to know how their performance will be assessed. Furthermore, this examination might lead to a useful discussion of the components of the art of speaking, as well as provide the content of a vocabulary lesson; the form uses certain words which may be unfamiliar to many students.

4. The Test

It is strongly recommended that most of the assessment be performed while listening to recordings of the compositions; the teacher will find the task much easier if those dealing with the same topic are heard one after the other. This can be achieved in two ways. At the risk of boring the audience, all speakers dealing with the same topic could follow one another and be recorded on the same cassette; alternatively, speakers dealing with different topics might be heard one after the other, as long as their compositions are recorded on different cassettes.

The *raison d'être* of the recommendation that the compositions be taped and that (except for one area, the non-verbal) no mark be assigned until a composition has been heard at least twice is that oral compositions are even more difficult to assess than written ones. The danger of making inadequate assessments after one hearing only is considerable; a pleasant voice, a few impressive words, good grammar might, for example, mislead one into judging that the composition is also very good from the point of view of ideas and organization, whereas a second, more critical exposure might show that this is not so.

III. Scoring the Compositions

1. The Scoring Form

Before reading the following remarks, teachers should devote a few minutes to an examination of the scoring form presented on page SPK - 63.

The form lists seven criteria, regrouped under three main headings (Content, Language and Delivery), for the assessment of oral compositions. As with other scoring forms presented in the Pool, a two-step approach is recommended:

- a) in relation to each criterion, the composition being assessed is first located on a four-point scale (very good, good, etc.); if desired, this rating is then converted into a score that can be added to the others;

- b) in order to help teachers make these assessments, the form lists for each criterion, a number of elements that could be taken into account.

This particular form embodies a unique feature which has already been alluded to. Should some students in spite of very explicit instructions insist on either reading their composition or reciting it from memory, it is recommended that their total mark, obtained by adding the sub-scores, be multiplied by 0,8, as shown at the bottom of the form.

Finally, please note the following:

- i) because the "Content" and "Language" aspects of student performances may be observed on many other occasions, and particularly in written compositions, it was deemed appropriate to allocate the highest weighting to those aspects that are peculiar to oral composition;
- ii) the distinction suggested between "pronunciation" and "enunciation" is as follows: the student who produces sounds which do not conform with standard pronunciation ("dis" and "dat", "'ad" and "'at", "Febuary" and "library", "goverment", etc.) is weak in pronunciation; whereas if a student's speech is slurred, the consonants lacking clarity and firmness, then enunciation is the problem.
- iii) "delivery" deals with the rate of the speech: it may be too fast, too slow, jerky, interspersed with unnecessary pauses, etc.; on the other hand, "intonation" deals with the "melody" of the language; if it is good, the pitch of the sounds produced will vary according to the message; if bad, it will be monotonous or not in accord with the meaning.

Scoring Form: Oral Compositions

Pupil _____ Grade _____ / / Date _____ Marker _____

(weaknesses)

Criteria:

A) Content (30)

(strengths)

1- Ideas: _____
 () -relevance () Very weak: 0 to 9
 () -variety () Weak : 10 to 13
 () -originality () Good : 14 to 16
 Very good: 17 to 20

20

2- Organization: _____
 () -plan () Very weak: 0 to 4
 () -intro. & concl. () Weak : 5 or 6
 () -coherent sequencing of ideas () Good : 7 or 8
 Very good: 9 or 10

10

30

B) Language (30)

3- Grammar: _____
 () -sentence structure () Very weak: 0 to 9
 () -agreements: gender, () Weak : 10 to 13
 number, person () Good : 14 to 16
 () -agreements: tense () Very good: 17 to 20

20

4- Vocabulary: _____
 () -rich () Very weak: 0 to 4
 () -precise () Weak : 5 or 6
 () -accurate () Good : 7 or 8
 Very good: 9 or 10

10

30

C) Delivery (40)

5- Diction: _____
 () -pronunciation () Very weak: 0 to 7
 () -enunciation () Weak : 8 to 10
 () -accentuation () Good : 11 to 13
 Very good: 14 or 15

15

6- Voice: _____
 () -volume () Very weak: 0 to 7
 () -rate () Weak : 8 to 10
 () -tone () Good : 11 to 13
 Very good: 14 or 15

15

40

7- Non-verbal aspects: _____
 () -posture () Very weak: 0 to 4
 () -gestures () Weak : 5 or 6
 () -facial expression () Good : 7 or 8
 () -visual contact () Very good: 9 or 10

10

Final mark { instructions followed
 composition read or recited

TOTAL: _____%

TOTAL: _____ x 0,8 = _____%

2. Two Methods of Scoring

- a) The teacher who chooses to devote little time to oral expression will not tape the students' compositions and will mark them on-the-spot. Under those circumstances, highly analytic marking would be only a pretense; at most three scores will be assigned (Content, Language, Delivery) as provided for on the extreme right of the form.
- b) Other teachers will tape the students' compositions and perform the more analytic assessment also provided for on the scoring form; to that end, it will be necessary to listen to the recording at least once, outside of the classroom, in order to ascertain whether the second hearing confirms the impressions left by the first, to compare and contrast the scores given to compositions dealing with the same topic so as to ensure consistent scoring, etc. (Obviously, even the teacher who uses the second method must assign at least a tentative score for the non-verbal aspects while the student is delivering the composition.)

The advantages of this second method are easily perceived. It allows for more reliable and more valid assessments; it is much more useful for purposes of remedial instruction; it should be helpful when conducting parent-teacher interviews.

In both cases, one should not forget to multiply the total score by 0,8 if the student has not followed instructions.

The scoring of oral compositions is less reliable and even more subjective than that of written compositions, especially if they are not taped and replayed and if scoring standards are not available. For these reasons, and especially for the last one, a set of sample compositions has been included in the Pool.

IV. Using the Samples Provided

For each of the suggested topics, three or more samples are presented on a cassette. Generally, they range from "good" to "very weak"; few of them warranted very high scores due to the fact that most had to be penalized by multiplying the total score by 0,8. (These samples were gathered in many different classes and schools; one is tempted to conclude that, as a general rule, oral expression is not given much attention.)

The most efficient and effective way to use this material would be as follows:

- listen to a first sample (possibly on a topic which you yourself have used in your class), and rate it on the following criteria:

5 - Diction

6 - Voice

keeping in mind the two-step procedure: first, for a given aspect, assign one of the four verbal ratings suggested ("very good" to "very weak"); then, if desired, refine the assessment by converting the rating into one of the corresponding scores;

- listen to the sample again, this time following the written transcript (provided on the following pages), and assign ratings and scores to the four criteria contained in the "Content" and "Language" groups;
- compare your scores to those arrived at by the judges, and read their comments;
- repeat this process for the other samples.

V. The Instruments

Topics for Oral Composition

To inform I- Mention as many ways as possible of using an old tin can.

To incite II- Try to talk your classmates into holding a class party for the teacher's birthday (or some other occasion) and explain how you think it should be organized.

To create feelings III- Tell a story about: "The Day My Hair Turned Green".

IV- Tell a story about: "The Day I Was Invisible".

To express feelings V- Tell a story about: "How I Felt That Time I Was Lost" (in the woods, a large store, a city, at the fair, etc.).

Record of Procedure

The following samples were obtained under the conditions described below.

Teachers wishing to compare their students' work with these samples must create, as far as possible, the exact testing conditions under which the samples were gathered.

Date: March (1981).

Presentation of topic: written

Time allowed for the task:

a) in class: as required to present instructions reproduced on the next page;

b) outside class: pupil's individual decision.

No help given.

Minimum required length of presentation: 1 minute.

INSTRUCTIONS TO THE STUDENT

You will have one week to prepare a one-minute oral presentation, which you will deliver in front of the class, on the topic which has been handed to you. You are not to read your presentation or recite it from memory; you should speak as one speaks to friends. However, you will be allowed to make use of index cards on which you have jotted down your outline. Your presentation will be recorded, and the teacher will be watching for, and listening carefully to, the following:

- What you say: is your presentation on topic? do you have lots of ideas? are these ideas your own? are they well organized?
- How you speak: are you using correct sentences? do you make any grammatical errors? are you using good English vocabulary? do you pronounce the words clearly?
- How you behave: do you look at the other students when you are speaking? do you stand well? do you make too many gestures or not enough?

Keep in mind that you are not going to read or recite a composition to the class; you are going to speak to your friends and you want them to be interested in what you say. Be natural; if you are a little afraid, remember that all your classmates will have to make a presentation too. Good luck!

Consigne à l'élève

Tu as sur ta feuille un sujet de composition orale. Tu as une semaine pour préparer une composition que tu présenteras devant la classe. Ta présentation devra durer environ 1 minute. Tu ne devras pas lire ta composition ou la réciter par coeur; tu parleras comme on parle à des amis. Tu n'auras droit qu'à de petites fiches pour t'aider à suivre ton plan. Lorsque tu feras ta présentation, tu seras enregistré(e), et observé(e) sous chacun des points suivants:

- d'abord, ce que tu dis: est-ce que ta présentation porte bien sur le sujet qu'on t'a donné? est-ce que tu as beaucoup d'idées? est-ce que ce sont des idées personnelles? est-ce qu'elles sont bien organisées?
- ensuite, nous allons observer comment tu parles: est-ce que tu fais de bonnes phrases? fais-tu des erreurs de grammaire? est-ce que les mots que tu emploies sont bien anglais? est-ce que tu prononces bien?
- enfin, nous observerons ta tenue: est-ce que tu regardes les élèves quand tu parles? te tiens-tu bien? fais-tu trop de gestes ou pas assez?

Rappelle-toi que tu ne viens pas devant la classe lire ta composition ou la réciter par coeur; tu viens parler à tes amis et tu veux qu'ils soient intéressés par ce que tu dis. Sois naturel(le) et, si tu as le trac, dis-toi que tout le monde va y passer. Bonne chance!

Topic: Tin Can

Purpose: To inform

Tin cans, old tins cans, no matter what I do, I always end up with them. If only I could put'em to use. Maybe I could make some stilts, to walk around the house and be taller than my sister. Ah, but what's the use? Maybe, I could take a tin can and decorate it, so we could put the pencils that are always lying around the house. Or maybe, I could make a candle holder with those little tuna cans. Well I don't really know. I want to do something that'll be fun. I just got the best idea. I'll take some soil, put it in it, and put a seed so I can grow plants during the winter. When I thought tin cans were useless, I was wrong, they can be put to use in many, many ways. You can make a pyramid, or if you're a farmer, you can even make a bell for your cows.

Pupil: A - I - 1.

Comments

Content:

- six uses for old cans are mentioned, all of them appropriate;
- moreover, the approach used is interesting: ideas are considered one at a time until a fully satisfactory one is found.

Organization:

- almost perfect: a good introduction, orderly presentation of ideas culminating in the best one;
- one weakness: the last sentence, which follows upon the conclusion, seems to be an afterthought.

Grammar:

- consistently good.

Vocabulary:

- two awkward expressions: 5-6, 8.

Delivery:

- slight hesitations constitute the only weakness.

Topic: Tin Can

Purpose: To inform

There's lots of ways of using an old tin can. You could use it as cutting two holes at the end and rolling your newspaper to put it in or cut the top off and put your pencils in it. You can also make puppets with it, all kinds of things. You can glue pieces of sponge 5 on it and roll it in paint to make pictures. You can cut take off the top and cut out to make a little badges with them.

Pupil: A - I - 2.

Comments

Content: - the weaknesses of expression almost conceal the fact that this child has many very personal ideas on how to use old cans.

Organization: - introductory statement is good, no concluding statement.

Grammar: - one run-on sentence (1-3), an illogical one (4-5);
- incorrect agreement ("a little badges") and conjunction ("use it as cutting").

Vocabulary: - limited.

Delivery: - hesitations.

Scoring Form: Oral Compositions

A - I - 2 Pupil _____ Grade _____ / / Date _____ Marker _____

(weaknesses)

(strengths)

Criteria:

A) Content (30)

↓ 1- Ideas: _____ →

() -relevance ()

() -variety (✓)

() -originality (✓)

Very weak: 0 to 9

Weak : 10 to 13

Good : 14 to 16

Very good: 17 to 20

14
20

2- Organization: _____ →

() -plan ()

(✓) -intro. & concl. ()

() -coherent sequencing of ideas (✓)

Very weak: 0 to 4

Weak : 5 or 6

Good : 7 or 8

Very good: 9 or 10

5
10

19
30

B) Language (30)

3- Grammar: _____ →

(✓) -sentence structure ()

() -agreements: gender, number, person ()

() -agreements: tense ()

Very weak: 0 to 9

Weak : 10 to 13

Good : 14 to 16

Very good: 17 to 20

10
20

14
30

4- Vocabulary: _____ →

() -rich ()

() -precise ()

() -accurate ()

Very weak: 0 to 4

Weak : 5 or 6

Good : 7 or 8

Very good: 9 or 10

4
10

C) Delivery (40)

5- Diction: _____ →

() -pronunciation (✓)

() -enunciation ()

() -accentuation ()

Very weak: 0 to 7

Weak : 8 to 10

Good : 11 to 13

Very good: 14 or 15

12
15

6- Voice: _____ →

() -volume ()

() -rate (✓)

() -tone (✓)

Very weak: 0 to 7

Weak : 8 to 10

Good : 11 to 13

Very good: 14 or 15

12
15

30
40

7- Non-verbal aspects: _____ →

() -posture ()

() -gestures ()

() -facial expression ()

() -visual contact ()

Very weak: 0 to 4

Weak : 5 or 6

Good : 7 or 8

Very good: 9 or 10

6
10

Final mark { instructions followed
composition read or recited

TOTAL: _____ %

TOTAL: 63 x 0,8 = 50 %

Topic: Tin Can

Purpose: To inform

With a tin can, I can make a can, a tunnel where a tower will be taken. Everybody in this class can do everything with a tin can they can make an automobile, a bus and a big towers. If you want to do something, you can do everything that you want with a tin can, 5 even a light or a little cup for drink milk or water. So you can make a big party hat with a tin can or a big chute with a tin can. And everybody like to play with a tin can.

Pupil: A - I - 3.

Comments

Content: - half the text is composed of empty declarations (2, 3-4, 6-7).

Organization: - no introduction, no real conclusion;
- little or no evidence of a plan.

Grammar: - difficulties with basic grammatical rules: sentence structure (1-2), agreements ("a big towers", "everybody like"), conjunction ("for drink").

Vocabulary: - many repetitions, confusion of "to do" and "to make".

Delivery: - monotonous, rate too slow;
- many words are mumbled.

Scoring Form: Oral Compositions

A-I-3

Pupil

Grade

/ /

Date

Marker

(weaknesses)

(strengths)

Criteria:

A) Content (30)

1- Ideas: _____
 (✓) -relevance ()
 (✓) -variety ()
 (✓) -originality ()

Very weak: 0 to 9
 Weak : 10 to 13
 Good : 14 to 16
 Very good: 17 to 20

4
20

2- Organization: _____
 () -plan ()
 (✓) -intro. & concl. ()
 (✓) -coherent sequencing of ideas ()

Very weak: 0 to 4
 Weak : 5 or 6
 Good : 7 or 8
 Very good: 9 or 10

2
10

6
30

B) Language (30)

3- Grammar: _____
 (✓) -sentence structure ()
 (✓) -agreements: gender, number, person ()
 () -agreements: tense ()

Very weak: 0 to 9
 Weak : 10 to 13
 Good : 14 to 16
 Very good: 17 to 20

5
20

4- Vocabulary: _____
 (✓) -rich ()
 () -precise ()
 () -accurate ()

Very weak: 0 to 4
 Weak : 5 or 6
 Good : 7 or 8
 Very good: 9 or 10

2
10

7
30

C) Delivery (40)

5- Diction: _____
 (✓) -pronunciation ()
 (✓) -enunciation ()
 () -accentuation ()

Very weak: 0 to 7
 Weak : 8 to 10
 Good : 11 to 13
 Very good: 14 or 15

5
15

6- Voice: _____
 () -volume ()
 (✓) -rate ()
 (✓) -tone ()

Very weak: 0 to 7
 Weak : 8 to 10
 Good : 11 to 13
 Very good: 14 or 15

5
15

14
40

7- Non-verbal aspects: _____
 () -posture ()
 () -gestures ()
 () -facial expression ()
 () -visual contact ()

Very weak: 0 to 4
 Weak : 5 or 6
 Good : 7 or 8
 Very good: 9 or 10

4
10

Final mark { instructions followed
 composition read or recited

TOTAL: _____%

TOTAL: 27 x 0,8 = 22 %

Topic: Party

Purpose: To incite

Our teacher's birthday is coming up soon. How about a celebration?
The girls bring the snacks and the boys provide the entertainment.
The students together will decorate the class, with bangles,
balloons, and ribbons. It will be very colourful, and fun
5 to prepare! Then, big surprise! The presentation of the huge cake,
trimmed with icing and candles. Just imagine the look on the
teacher's face, the eyes' sparkle, and the big smile! Finally, to
add to this happy day, she declares: "No homework!" Well, what do
you think? Yes? Oh, I knew you'd say that! I better go, I hear
10 footsteps!

Pupil: A - II - 1.

Comments

- Content: - the speaker mentions many relevant details, and makes a definite attempt to convince his audience.
- Organization: - good planning throughout: effective opening sentences, orderly presentation of elements, linking words well used ("then", "finally");
- humorous ending.
- Grammar: - one small error ("the eyes' sparkle") does not detract from the overall enjoyment.
- Vocabulary: - precise, varied and appropriate: celebration, entertainment, decorate, sparkle, etc;
- "bangle" misused.
- Delivery: - slight hesitations.

Topic: Party

Purpose: To incite

We should give the teacher a birthday party because she is good and nice to us. I will organize the party for the teacher. I will bring the balloon and the birthday cake. Denis will bring the apple juice, Julie Rochon will bring the sandwiches, Jean-Marc will bring
5 the paper plate and Shawn will bring two game. But most important, everybody should bring a birthday present.

Pupil: A - II - 2.

Comments

Content: - speaker makes weak attempt to persuade (1-2), then launches into authoritarian tirade.

Organization: - topic not introduced;
- orderly presentation of ideas;
- no real conclusion.

Grammar: - unsophisticated but correct, with three exceptions relative to number agreement (3, 4, 5).

Vocabulary: - endless repetition of "bring" deplorable.

Delivery: - careful enunciation;
- initial "th" sound inaccurate;
- tone very monotonous.

Scoring Form: Oral Compositions

A - II - 2

Pupil

Grade

/ /

Date

Marker

(weaknesses)

(strengths)

Criteria:

A) Content (30)

1- Ideas: _____

() -relevance ()

() -variety ()

() -originality ()

Very weak: 0 to 9

Weak : 10 to 13

Good : 14 to 16

Very good: 17 to 20

13
20

2- Organization: _____

() -plan ()

(✓) -intro. & concl. ()

() -coherent sequencing of ideas ()

Very weak: 0 to 4

Weak : 5 or 6

Good : 7 or 8

Very good: 9 or 10

6
10

19
30

B) Language (30)

3- Grammar: _____

() -sentence structure ()

(✓) -agreements: gender, number, person ()

() -agreements: tense ()

Very weak: 0 to 9

Weak : 10 to 13

Good : 14 to 16

Very good: 17 to 20

12
20

4- Vocabulary: _____

(✓) -rich ()

() -precise ()

() -accurate ()

Very weak: 0 to 4

Weak : 5 or 6

Good : 7 or 8

Very good: 9 or 10

6
10

18
30

C) Delivery (40)

5- Diction: _____

() -pronunciation ()

() -enunciation ()

() -accentuation ()

Very weak: 0 to 7

Weak : 8 to 10

Good : 11 to 13

Very good: 14 or 15

7
15

6- Voice: _____

() -volume ()

() -rate ()

() -tone ()

Very weak: 0 to 7

Weak : 8 to 10

Good : 11 to 13

Very good: 14 or 15

8
15

19
40

7- Non-verbal aspects: _____

() -posture ()

() -gestures ()

() -facial expression ()

() -visual contact ()

Very weak: 0 to 4

Weak : 5 or 6

Good : 7 or 8

Very good: 9 or 10

4
10

Final mark

instructions followed

TOTAL: _____ %

composition read or recited

TOTAL: 55 x 0,8 = 44 %

Topic: Party

Purpose: To incite

I'll start by getting people to help me, I'll bring something to eat and something to drink. We'll clean the class. We'll do a cake for the teacher. We'll ask mothers that if they could come. We'll ask people to give a present to the teacher. We'll have many games
5 for the party, for everyone.

Pupil: A - II - 3.

Comments

- Content:
- speaker makes no attempt to incite;
 - his ideas are half-formed and his presentation lasts half the required time.
- Organization:
- little evidence of a plan: no presentation of topic, no conclusion, no perceptible order of presentation of ideas.
- Grammar:
- unsophisticated, extremely repetitive sentence structure;
 - two incorrect sentences (1-2, 3).
- Vocabulary:
- imprecise: "something", "people";
 - an incorrect term ("do a cake").
- Delivery:
- initial "th" and final "ing" not clearly pronounced;
 - intonation monotonous, rate too slow.

Scoring Form: Oral Compositions

A-II-3

Pupil

Grade

/ /
Date

Marker

(weaknesses)

(strengths)

Criteria:

A) Content (30)

↓ 1- Ideas: _____ →

() -relevance ()

(✓) -variety ()

(✓) -originality ()

Very weak: 0 to 9

Weak : 10 to 13

Good : 14 to 16

Very good: 17 to 20

6
20

2- Organization: _____ →

(✓) -plan ()

(✓) -intro. & concl. ()

() -coherent sequencing of ideas ()

Very weak: 0 to 4

Weak : 5 or 6

Good : 7 or 8

Very good: 9 or 10

4
10

10
30

B) Language (30)

3- Grammar: _____ →

(✓) -sentence structure ()

() -agreements: gender, number, person ()

() -agreements: tense ()

Very weak: 0 to 9

Weak : 10 to 13

Good : 14 to 16

Very good: 17 to 20

8
20

4- Vocabulary: _____ →

() -rich ()

(✓) -precise ()

(✓) -accurate ()

Very weak: 0 to 4

Weak : 5 or 6

Good : 7 or 8

Very good: 9 or 10

4
10

12
30

C) Delivery (40)

5- Diction: _____ →

() -pronunciation ()

() -enunciation ()

() -accentuation ()

Very weak: 0 to 7

Weak : 8 to 10

Good : 11 to 13

Very good: 14 or 15

7
15

6- Voice: _____ →

() -volume ()

() -rate ()

() -tone ()

Very weak: 0 to 7

Weak : 8 to 10

Good : 11 to 13

Very good: 14 or 15

7
15

18
40

7- Non-verbal aspects: _____ →

() -posture ()

() -gestures ()

() -facial expression ()

() -visual contact ()

Very weak: 0 to 4

Weak : 5 or 6

Good : 7 or 8

Very good: 9 or 10

4
10

Final mark { instructions followed
composition read or recited

TOTAL: _____ %

TOTAL: 40 x 0,8 = 32 %

Topic: Green Hair

Purpose: To arouse feelings

The Day My Hair Turned Green

One day, I was in my house watching TV, when I heard a knock at the door. It was a salesman. He said he was selling the most modern kind of shampoo. Being curious, I bought a bottle. Right away I went over to the sink and washed my hair with it. It was a liquid
5 but I tried it anyway. After I finished washing and drying my hair, I looked at myself in the mirror. I couldn't believe my eyes. My hair had turned green! The salesman sold me a dye instead of a shampoo. It was lucky for me that a circus was in town. I knew the dye would wash out, in time. So I joined the circus as a clown and
10 after a few months my hair was back to normal.

Pupil: A - III - 1.

Comments

Content: - plausible explanation of the origin of the problem, amusing and relatively realistic solution to it;
- one weak sentence (4-5).

Organization: - good introduction and conclusion;
- paragraph displays coherence of ideas.

Grammar: - uses a variety of sentence structures;
- almost perfect mastery of tense agreement (the one exception in line 7).

Vocabulary: - simple and effective.

Delivery: - tone natural and lively;
- enunciation not always clear and a few hesitations but, over-all, a good presentation.

Scoring Form: Oral Compositions

A - III - 1

Pupil

Grade

/ /

Date

Marker

(weaknesses)

(strengths)

Criteria:

A) Content (30)

1- Ideas: _____

() -relevance (✓)

() -variety ()

() -originality (✓)

Very weak: 0 to 9

Weak : 10 to 13

Good : 14 to 16

Very good: 17 to 20

17
20

2- Organization: _____

() -plan (✓)

() -intro. & concl. (✓)

() -coherent sequencing of ideas ()

Very weak: 0 to 4

Weak : 5 or 6

Good : 7 or 8

Very good: 9 or 10

9
10

26
30

B) Language (30)

3- Grammar: _____

() -sentence structure ()

() -agreements: gender, number, person ()

() -agreements: tense (✓)

Very weak: 0 to 9

Weak : 10 to 13

Good : 14 to 16

Very good: 17 to 20

18
20

4- Vocabulary: _____

() -rich ()

() -precise (✓)

() -accurate (✓)

Very weak: 0 to 4

Weak : 5 or 6

Good : 7 or 8

Very good: 9 or 10

8
10

26
30

C) Delivery (40)

5- Diction: _____

() -pronunciation ()

(✓) -enunciation ()

() -accentuation ()

Very weak: 0 to 7

Weak : 8 to 10

Good : 11 to 13

Very good: 14 or 15

14
15

6- Voice: _____

() -volume ()

(✓) -rate ()

() -tone (✓)

Very weak: 0 to 7

Weak : 8 to 10

Good : 11 to 13

Very good: 14 or 15

13
15

35
40

7- Non-verbal aspects: _____

() -posture ()

() -gestures ()

() -facial expression ()

() -visual contact ()

Very weak: 0 to 4

Weak : 5 or 6

Good : 7 or 8

Very good: 9 or 10

8
10

Final mark { instructions followed
composition read or recited

TOTAL: _____ %

TOTAL: 87 x 0,8 = 70 %

Topic: Green Hair

Purpose: To arouse feelings

One day, a salesman came to our door. He was selling, some shampoo. I was all alone, so I bought some. I was so anxious to try it out, that I ran upstairs, where I washed my hair. When I came out of the shower, I realized: "My hair turned green!" What a shock! I
5 came out, and there he was, my brother. When he saw me, he thought it was hilarious. And then I had to face my sister! She thought it was very funny too, not knowing how I felt inside. It was time to go to school. I wore a hat, but then, until a mean boy pulled it off, and then everyone started calling me "The Green Man from Mars",
10 except for one boy who didn't laugh: he was new at school, and he knew how I felt. It was time to go home. When my mom saw me, she giggled a bit, but then, her advice was to wash my hair with regular shampoo. So, I did what I was told, and then when I came out of that shower, whoof! what a relief! my hair came back to normal. Well my
15 lesson in this story is: never to buy a product from a door-to-door salesman.

Pupil: A - III - 2.

Comments

- Content:
- the sequence of events, and the comings and goings of family members, implausible;
 - reaction of new student constitutes a nice touch.
- Organization:
- though implausible, events are related in strict order;
 - an attempt is made at presenting a conclusion.
- Grammar:
- good, despite three weaknesses: sentence structure (5, 8), tense agreement (14).
- Vocabulary:
- generally precise and accurate: hilarious, giggle, relief;
 - one blunder: "my lesson in this story".
- Delivery:
- a few hesitations, enunciation somewhat weak (2, 7, 8-9).

Scoring Form: Oral Compositions

A - III - 2

Pupil

Grade

/ /
Date

Marker

(weaknesses)

(strengths)

Criteria:

A) Content (30)

↓ 1- Ideas: _____ →

() -relevance ()

() -variety ()

(✓) -originality ()

Very weak: 0 to 9

Weak : 10 to 13

Good : 14 to 16

Very good: 17 to 20

14
20

21
30

2- Organization: _____ →

() -plan ()

() -intro. & concl. ()

() -coherent sequencing of ideas (✓)

Very weak: 0 to 4

Weak : 5 or 6

Good : 7 or 8

Very good: 9 or 10

7
10

B) Language (30)

3- Grammar: _____ →

(✓) -sentence structure ()

() -agreements: gender, number, person ()

(✓) -agreements: tense ()

Very weak: 0 to 9

Weak : 10 to 13

Good : 14 to 16

Very good: 17 to 20

14
20

21
30

4- Vocabulary: _____ →

() -rich ()

() -precise (✓)

() -accurate (✓)

Very weak: 0 to 4

Weak : 5 or 6

Good : 7 or 8

Very good: 9 or 10

7
10

C) Delivery (40)

5- Diction: _____ →

() -pronunciation ()

(✓) -enunciation ()

() -accentuation ()

Very weak: 0 to 7

Weak : 8 to 10

Good : 11 to 13

Very good: 14 or 15

8
15

6- Voice: _____ →

() -volume ()

(✓) -rate ()

() -tone ()

Very weak: 0 to 7

Weak : 8 to 10

Good : 11 to 13

Very good: 14 or 15

11
15

23
40

7- Non-verbal aspects: _____ →

() -posture ()

() -gestures ()

() -facial expression ()

() -visual contact ()

Very weak: 0 to 4

Weak : 5 or 6

Good : 7 or 8

Very good: 9 or 10

4
10

Final mark

instructions followed

TOTAL: _____ %

composition read or recited

TOTAL: 65 x 0,8 = 52 %

Topic: Green Hair

Purpose: To arouse feelings

The Day My Hair Turns Green

One day I was sick. And I look in the mirror to see my hair. I saw my hair was green. I said: "Mother, my hair is green." "Your hair is green? No, your hair is brown." "Yes, my hair is green; come see my hair." "It's true your hair is green, let go see the doctor."

- 5 She go see the doctor with me, and after the doctor said: "Don't go out, stay in bed." The day after, I said: "Mother, my hair is not green anymore." "Your hair is not green anymore? Your hair is brown. So it's just a dream you had, a bad dream."

Pupil: A - III - 3.

Comments

Content: - speaker is on topic but presents a very simplistic explanation - "a bad dream";
- little or no originality in the ideas expressed.

Organization: - some evidence of planning;
- introduction and conclusion are weak;
- ideas follow a logical order.

Grammar: - tense agreement very poor;
- faulty sentence structures (4, 4-5, 5).

Vocabulary: - extremely repetitive.

Delivery: - problems with initial "h" and "th" sounds;
- extremely monotonous tone.

Scoring Form: Oral Compositions

A-III-3

Pupil

Grade

/ /
Date

Marker

(weaknesses)

(strengths)

Criteria:

A) Content (30)

1- Ideas: _____ →

() -relevance ()

(✓) -variety ()

(✓) -originality ()

Very weak: 0 to 9

Weak : 10 to 13

Good : 14 to 16

Very good: 17 to 20

10
20

2- Organization: _____ →

() -plan ()

(✓) -intro. & concl. ()

() -coherent sequencing of ideas ()

Very weak: 0 to 4

Weak : 5 or 6

Good : 7 or 8

Very good: 9 or 10

4
10

14
30

B) Language (30)

3- Grammar: _____ →

(✓) -sentence structure ()

() -agreements: gender, ()

number, person

(✓) -agreements: tense ()

Very weak: 0 to 9

Weak : 10 to 13

Good : 14 to 16

Very good: 17 to 20

8
20

4- Vocabulary: _____ →

(✓) -rich ()

() -precise ()

() -accurate ()

Very weak: 0 to 4

Weak : 5 or 6

Good : 7 or 8

Very good: 9 or 10

5
10

13
30

C) Delivery (40)

5- Diction: _____ →

() -pronunciation ()

() -enunciation ()

() -accentuation ()

Very weak: 0 to 7

Weak : 8 to 10

Good : 11 to 13

Very good: 14 or 15

7
15

6- Voice: _____ →

() -volume ()

() -rate ()

() -tone ()

Very weak: 0 to 7

Weak : 8 to 10

Good : 11 to 13

Very good: 14 or 15

7
15

20
40

7- Non-verbal aspects: _____ →

() -posture ()

() -gestures ()

() -facial expression ()

() -visual contact ()

Very weak: 0 to 4

Weak : 5 or 6

Good : 7 or 8

Very good: 9 or 10

6
10

Final mark

instructions followed

TOTAL: _____ %

composition read or recited

TOTAL: 47 x 0,8 = 38 %

Topic: Invisible

Purpose: To arouse feelings

The Day I Was Invisible

One night, one dark and foggy night, I was walking down the spooky alley. I was going back home from my friend's house. I heard some footsteps and saw a big shadow coming closer and closer. I was so scared I couldn't move. Then finally I pulled myself together and
5 ran to the nearest house. I kept knocking and knocking but no one answered the door. To my surprise, it wasn't locked so I went inside. In the middle of the room there was a table and on it was a bottle with water inside. I was a bit thirsty, so I drank. After a while, I felt a bit funny. I said to myself, it must be the water I
10 drank. So I looked at my hands and they weren't there. I said to myself, I must be invisible. Just to make sure, I went to the mirror and looked. I saw nothing. I was invisible. I didn't know what to do so I stayed in the house, because I couldn't go back home. After hours and hours of worrying, the potion finally wore off and I was
15 visible again. I left the house, went straight home and pretended nothing happened.

Pupil: A - IV - 1.

Comments

Content: - topic poorly exploited: the first half of the text deals with an extraneous issue, nothing happens in second half.

Organization: - events (such as they are) related in logical, plausible order.

Grammar: - excellent, despite a few weaknesses (1, 15).

Vocabulary: - quite appropriate, some well selected words: foggy, spooky, potion, pretend.

Delivery: - some sounds are slurred; rate too fast; tone natural.

Scoring Form: Oral Compositions

A - IV - 1

Pupil

Grade

/ /

Date

Marker

(weaknesses)

(strengths)

Criteria:

A) Content (30)

1- Ideas: _____

- | | |
|------------------|-----|
| () -relevance | () |
| () -variety | () |
| () -originality | () |

Very weak: 0 to 9

Weak : 10 to 13

Good : 14 to 16

Very good: 17 to 20

10
20

16
30

2- Organization: _____

- | | |
|-----------------------------------|-----|
| () -plan | () |
| () -intro. & concl. | () |
| () -coherent sequencing of ideas | () |

Very weak: 0 to 4

Weak : 5 or 6

Good : 7 or 8

Very good: 9 or 10

6
10

B) Language (30)

3- Grammar: _____

- | | |
|---|-----|
| () -sentence structure | (✓) |
| () -agreements: gender, number, person | (✓) |
| () -agreements: tense | () |

Very weak: 0 to 9

Weak : 10 to 13

Good : 14 to 16

Very good: 17 to 20

18
20

25
30

4- Vocabulary: _____

- | | |
|---------------|-----|
| () -rich | (✓) |
| () -precise | (✓) |
| () -accurate | () |

Very weak: 0 to 4

Weak : 5 or 6

Good : 7 or 8

Very good: 9 or 10

7
10

C) Delivery (40)

5- Diction: _____

- | | |
|--------------------|-----|
| (✓) -pronunciation | () |
| () -enunciation | () |
| () -accentuation | () |

Very weak: 0 to 7

Weak : 8 to 10

Good : 11 to 13

Very good: 14 or 15

13
15

6- Voice: _____

- | | |
|-------------|-----|
| () -volume | () |
| (✓) -rate | () |
| () -tone | (✓) |

Very weak: 0 to 7

Weak : 8 to 10

Good : 11 to 13

Very good: 14 or 15

12
15

33
40

7- Non-verbal aspects: _____

- | | |
|------------------------|-----|
| () -posture | () |
| () -gestures | () |
| () -facial expression | () |
| () -visual contact | () |

Very weak: 0 to 4

Weak : 5 or 6

Good : 7 or 8

Very good: 9 or 10

8
10

Final mark { instructions followed
composition read or recited

TOTAL: _____ %

TOTAL: 74 x 0,8 = 59 %

Topic: Invisible

Purpose: To arouse feelings

The Day I Was Invisible

I went to bed at 8:30. I dreamed about I was invisible. Because there was a magician Marcel that gave my mother some spray. And I went, and when I came back home, I said: "Mom, I'll take a shower." And then I went and I took this spray and didn't read it.

5 Then when I came down, she saw the clothes going around, just like if it was a miracle. I sit down and I say: "Is dinner ready?" She said: "Who's talking?" I said: "Well, it's me." And she said: "Are you invisible?" I said: "Well, I don't know." And then she said: "You put the magic spray." And then we went to the magician and he
10 said never to try that again. And then he gave me his spray and I came back normal. Boy! Was I glad.

Pupil: A - IV - 2.

Comments

Content: - meager: very little happens to the heroine while she is invisible; couldn't her dream have been more exciting?
One pleasant touch: "the clothes going around".

Organization: - the presentation of events is orderly.

Grammar: - sentence structure very weak: run-on sentences (1-3, 3-5), incorrect ones (1, 2, 5, 10);
- tense selection incorrect (5-6).

Vocabulary: - limited and repetitive.

Delivery: - after initial hesitations, very good: a definite attempt to use intonation to make story come to life.

Scoring Form: Oral Compositions

A-IV-2

Pupil

Grade

/ /
Date

Marker

(weaknesses)

(strengths)

Criteria:

A) Content (30)

↓ 1- Ideas: _____ →

() -relevance ()

(✓) -variety ()

(✓) -originality ()

Very weak: 0 to 9

Weak : 10 to 13

Good : 14 to 16

Very good: 17 to 20

13
20

2- Organization: _____ →

() -plan ()

() -intro. & concl. ()

() -coherent sequencing of ideas (✓)

Very weak: 0 to 4

Weak : 5 or 6

Good : 7 or 8

Very good: 9 or 10

6
10

19
30

B) Language (30)

3- Grammar: _____ →

(✓) -sentence structure ()

() -agreements: gender, ()

number, person

(✓) -agreements: tense ()

Very weak: 0 to 9

Weak : 10 to 13

Good : 14 to 16

Very good: 17 to 20

10
20

4- Vocabulary: _____ →

(✓) -rich ()

() -precise ()

() -accurate ()

Very weak: 0 to 4

Weak : 5 or 6

Good : 7 or 8

Very good: 9 or 10

6
10

16
30

C) Delivery (40)

5- Diction: _____ →

() -pronunciation ()

(✓) -enunciation ()

() -accentuation ()

Very weak: 0 to 7

Weak : 8 to 10

Good : 11 to 13

Very good: 14 or 15

10
15

6- Voice: _____ →

() -volume ()

(✓) -rate ()

() -tone (✓)

Very weak: 0 to 7

Weak : 8 to 10

Good : 11 to 13

Very good: 14 or 15

12
15

26
40

7- Non-verbal aspects: _____ →

() -posture ()

() -gestures ()

() -facial expression ()

() -visual contact ()

Very weak: 0 to 4

Weak : 5 or 6

Good : 7 or 8

Very good: 9 or 10

4
10

Final mark { instructions followed
composition read or recited

TOTAL: _____ %

TOTAL: 61 x 0,8 = 49 %

Topic: Invisible

Purpose: To arouse feelings

One time, I went to my grandmother's house, she said: "You want a drink of water." I said: "Sure." And after I went to the bathroom, then I see myself in the mirror; I didn't see myself in the mirror. And after I went down the basement I said: "Grandma, do
5 I look silly?" She said: "I can't see you." I said: "Give me a little drink of water." And after I went back upstairs and I see myself in the mirror. And after she said, "Go home and ask your mother if you could go to the hospital." I said, "OK." And my mother said, "You don't need to go to the hospital, you're not
10 sick." I said, "Yes, I need to go to the hospital." After she said, "Go take a rest in your bed." I said, "OK." And I went. And after the morning, I was back normal.

Pupil: A - IV - 3.

Comments

- Content: - uninteresting, confusing recital of a series of non-events.
- Organization: - author seems totally unaware of the need to report on related events leading to a climax and a conclusion.
- Grammar: - poorly structured, run-on sentences (1, 2-3);
- some wrong tense selections (3, 6).
- Vocabulary: - extremely repetitive ("said" occurs 11 times), sometimes incorrect (4, 11).
- Delivery: - rate too fast, many slurred words, tone monotonous, some incorrect pronunciations ("th" and initial "h" sounds).

Scoring Form: Oral Compositions

A - IV - 3

Pupil

Grade

/ /
Date

Marker

(weaknesses)

(strengths)

Criteria:

A) Content (30)

1- Ideas: _____

() -relevance ()

(✓) -variety ()

(✓) -originality ()

Very weak: 0 to 9

Weak : 10 to 13

Good : 14 to 16

Very good: 17 to 20

6
20

2- Organization: _____

(✓) -plan ()

() -intro. & concl. ()

() -coherent sequencing of ideas ()

Very weak: 0 to 4

Weak : 5 or 6

Good : 7 or 8

Very good: 9 or 10

4
10

10
30

B) Language (30)

3- Grammar: _____

() -sentence structure ()

() -agreements: gender, number, person ()

() -agreements: tense ()

Very weak: 0 to 9

Weak : 10 to 13

Good : 14 to 16

Very good: 17 to 20

9
20

4- Vocabulary: _____

(✓) -rich ()

() -precise ()

(✓) -accurate ()

Very weak: 0 to 4

Weak : 5 or 6

Good : 7 or 8

Very good: 9 or 10

5
10

14
30

C) Delivery (40)

5- Diction: _____

(✓) -pronunciation ()

(✓) -enunciation ()

() -accentuation ()

Very weak: 0 to 7

Weak : 8 to 10

Good : 11 to 13

Very good: 14 or 15

7
15

6- Voice: _____

() -volume ()

(✓) -rate ()

(✓) -tone ()

Very weak: 0 to 7

Weak : 8 to 10

Good : 11 to 13

Very good: 14 or 15

2
15

19
40

7- Non-verbal aspects: _____

() -posture ()

() -gestures ()

() -facial expression ()

() -visual contact ()

Very weak: 0 to 4

Weak : 5 or 6

Good : 7 or 8

Very good: 9 or 10

4
10

Final mark

{ instructions followed

TOTAL: _____ %

{ composition read or recited

TOTAL: 43 x 0,8 = 34 %

Topic: Lost

Purpose: To express feelings

Have one of you ever got lost? I have, and I was just a little kid about five years ago. My family and I had went into the Exhibition and I got lost in the House of Mirrors. Imagine, in the House of Mirrors! I feel kind of funny telling you but it is the
5 truth. I had quite a lot of feelings that day, such has sadness, happiness, gladness, madness, and much more! I'll tell you about it. It all started like this: my brother and I went happily into the House of Mirrors. Suddenly, I turn around, and my brother wasn't there, he had ran off on me. I started to get scared and panic, I
10 was all alone in a dark room. Suddenly, this lady came by, and she showed me the way out. Right away, I went to the Scout tent. My parents made me promise to go there if I got lost. I waited there for a while, then my parents came. Boy, was I ever glad to see them! I didn't like going through that experience, but I guess we
15 all have to go through something like that some time in our life!

Pupil: A - V - 1.

Comments

- Content:
- a personal and familiar experience which immediately engages the attention of the listener;
 - original treatment of the topic;
 - ideas are realistic.
- Organization:
- evidence of careful thought and planning;
 - strong introduction and conclusion.
- Grammar:
- very few errors, mainly in tense selection: 2, 8, 11.
- Vocabulary:
- appropriate and almost entirely correct ("panic" is confused with "panicky").
- Delivery:
- all aspects are good.

Scoring Form: Oral Compositions

A - II - 1 / /
Pupil Grade Date Marker

(weaknesses)

(strengths)

Criteria:

A) Content (30)

1- Ideas: _____		Very weak: 0 to 9		
() -relevance	(✓)	Weak : 10 to 13	<u>18</u>	} <u>27</u> 30
() -variety	(✓)	Good : 14 to 16	<u>20</u>	
() -originality	()	Very good: 17 to 20		
2- Organization: _____		Very weak: 0 to 4		
() -plan	(✓)	Weak : 5 or 6	<u>9</u>	} <u>27</u> 30
() -intro. & concl.	(✓)	Good : 7 or 8	<u>10</u>	
() -coherent sequencing of ideas	(✓)	Very good: 9 or 10		

B) Language (30)

3- Grammar: _____		Very weak: 0 to 9		
() -sentence structure	()	Weak : 10 to 13	<u>17</u>	} <u>25</u> 30
() -agreements: gender, number, person	()	Good : 14 to 16	<u>20</u>	
(✓) -agreements: tense	()	Very good: 17 to 20		
4- Vocabulary: _____		Very weak: 0 to 4		
() -rich	()	Weak : 5 or 6	<u>8</u>	} <u>25</u> 30
() -precise	(✓)	Good : 7 or 8	<u>10</u>	
() -accurate	()	Very good: 9 or 10		

C) Delivery (40)

5- Diction: _____		Very weak: 0 to 7		
() -pronunciation	()	Weak : 8 to 10	<u>13</u>	} <u>33</u> 40
() -enunciation	()	Good : 11 to 13	<u>15</u>	
() -accentuation	()	Very good: 14 or 15		
6- Voice: _____		Very weak: 0 to 7		
() -volume	()	Weak : 8 to 10	<u>13</u>	} <u>33</u> 40
() -rate	()	Good : 11 to 13	<u>15</u>	
() -tone	()	Very good: 14 or 15		
7- Non-verbal aspects: _____		Very weak: 0 to 4		
() -posture	()	Weak : 5 or 6	<u>7</u>	} <u>33</u> 40
() -gestures	()	Good : 7 or 8	<u>10</u>	
() -facial expression	()	Very good: 9 or 10		
() -visual contact	()			

Final mark { instructions followed TOTAL: _____ %
composition read or recited TOTAL: 85 x 0,8 = 68 %

Topic: Lost

Purpose: To express feelings

Lost with Plenty of Feelings

I remember once when I was lost and I had plenty of feelings. I saw(?) myself walking through a deserted uninhabited jungle. Only fierce tigers, lions, big elephants, and zebras lived there. At first, I was horrified. What if I was to be stepped over by a big
5 elephant, or taken for the main dish of a tiger? Oh, my gosh! What was I to do? Then, I was embarrassed! I was supposed to know this jungle better than the back of my hand. Well, then, walking along, I reassured myself saying that with all the new modern equipment, they'll surely find me, and, I was so fat, they couldn't miss me!
10 Well, then, I was sad because my parents would be worried about me and looking all over the place for me. Well, to make a long story short, this story finally ended very sadly after the spankings I got from leaving my group!

Pupil: A - V - 2.

Comments

- Content:
- topic dealt with in an original and humorous way;
 - genuine effort to express feelings (4, 6, 8, 10, 12);
 - author "cheats" a little by not telling how he escaped from the jungle.
- Organization: - very logical sequencing of ideas.
- Grammar:
- some minor errors (4, 12) which detract little from the overall quality;
 - good sentence structures.
- Vocabulary: - very good word selection: uninhabited, fierce, horrified, embarrassed, reassured.
- Delivery: - all aspects good.

Scoring Form: Oral Compositions

A - IV - 2

Pupil

Grade

/ /
Date

Marker

(weaknesses)

(strengths)

Criteria:

A) Content (30)

1- Ideas: _____
 () -relevance (✓) Very weak: 0 to 9
 () -variety (✓) Weak : 10 to 13
 () -originality () Good : 14 to 16
 Very good: 17 to 20

14
20

2- Organization: _____
 () -plan () Very weak: 0 to 4
 () -intro. & concl. () Weak : 5 or 6
 () -coherent sequencing of ideas (✓) Good : 7 or 8
 Very good: 9 or 10

6
10

20
30

B) Language (30)

3- Grammar: _____
 () -sentence structure (✓) Very weak: 0 to 9
 () -agreements: gender, () Weak : 10 to 13
 number, person Good : 14 to 16
 () -agreements: tense () Very good: 17 to 20

14
20

4- Vocabulary: _____
 () -rich (✓) Very weak: 0 to 4
 () -precise (✓) Weak : 5 or 6
 () -accurate () Good : 7 or 8
 Very good: 9 or 10

7
10

21
30

C) Delivery (40)

5- Diction: _____
 () -pronunciation () Very weak: 0 to 7
 () -enunciation () Weak : 8 to 10
 () -accentuation () Good : 11 to 13
 Very good: 14 or 15

11
15

6- Voice: _____
 () -volume () Very weak: 0 to 7
 () -rate () Weak : 8 to 10
 () -tone () Good : 11 to 13
 Very good: 14 or 15

11
15

26
40

7- Non-verbal aspects: _____
 () -posture () Very weak: 0 to 4
 () -gestures () Weak : 5 or 6
 () -facial expression () Good : 7 or 8
 () -visual contact () Very good: 9 or 10

4
10

Final mark { instructions followed TOTAL: _____ %
 composition read or recited TOTAL: 67 x 0,8 = 54 %

Topic: Lost

Purpose: To express feelings

I was lost in a big store. I went to the store with my mom. And then, I said: "Mom, can you buy this for me?" And she said: "No, come on." And I stayed there and she was gone. I was looking all away for her. Then I went to the desk, he called my mom.

- 5 Then my mom came back. And then I said: "I'm gonna stay with you and I won't run away from you."

Pupil: A - V - 3.

Comments

- Content:
- no attempt made at describing feelings;
 - complete lack of originality and imagination.
- Organization:
- no real introduction or conclusion;
 - the abuse of "then" and "and" does not make up for lack of ability to build a story.
- Grammar:
- very childish sentences;
 - incorrect tense selections (1, 3).
- Vocabulary:
- limited and repetitive.
- Delivery:
- monotonous, halting, some unfortunate repetitions.

Scoring Form: Oral Compositions

A - V - 3

Pupil

Grade

/ /
Date

Marker

(weaknesses)

(strengths)

Criteria:

A) Content (30)

↓ 1- Ideas: _____ ↓

() -relevance ()

() -variety ()

() -originality ()

Very weak: 0 to 9

Weak : 10 to 13

Good : 14 to 16

Very good: 17 to 20

8
20

12
30

2- Organization: _____

() -plan ()

() -intro. & concl. ()

() -coherent sequencing of ideas ()

Very weak: 0 to 4

Weak : 5 or 6

Good : 7 or 8

Very good: 9 or 10

4
10

B) Language (30)

3- Grammar: _____

() -sentence structure ()

() -agreements: gender, number, person ()

() -agreements: tense ()

Very weak: 0 to 9

Weak : 10 to 13

Good : 14 to 16

Very good: 17 to 20

7
20

10
30

4- Vocabulary: _____

() -rich ()

() -precise ()

() -accurate ()

Very weak: 0 to 4

Weak : 5 or 6

Good : 7 or 8

Very good: 9 or 10

3
10

C) Delivery (40)

5- Diction: _____

() -pronunciation ()

() -enunciation ()

() -accentuation ()

Very weak: 0 to 7

Weak : 8 to 10

Good : 11 to 13

Very good: 14 or 15

12
15

6- Voice: _____

() -volume ()

() -rate ()

() -tone ()

Very weak: 0 to 7

Weak : 8 to 10

Good : 11 to 13

Very good: 14 or 15

5
15

21
40

7- Non-verbal aspects: _____

() -posture ()

() -gestures ()

() -facial expression ()

() -visual contact ()

Very weak: 0 to 4

Weak : 5 or 6

Good : 7 or 8

Very good: 9 or 10

4
10

Final mark { instructions followed
composition read or recited

TOTAL: _____ %

TOTAL: 43 x 0,8 = 34 %

